

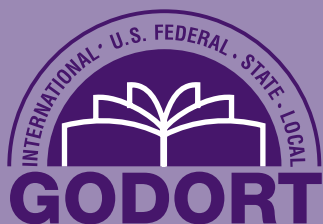
## In This Issue

- Marketing Government Information Resources to the K-12 Community
- Government Resources for Kids —the Gov Doc Kids Group in the FDLP Community
- Availability and Location of Web-based Government Information Instructional Resources at Academic Federal Depository Library Websites
- Utilizing Needs and Offers Lists to Complete Mass Digitization Projects

# DttP

## Documents to the People

Summer 2011 | Volume 39, No. 2 | ISSN 0091-2085





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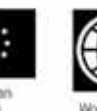
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# DttP

## Documents to the People

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**About the Cover:** The cover image was found using hints for finding public domain images given in the spring 2011 Federal Documents Focus column. This photo of Star Cluster NGC 290 is credited to NASA and the European Space Agency with acknowledgment of E. Olszewski (University of Arizona). The image is at [hubblesite.org/gallery/album/entire/pr2006017c](http://hubblesite.org/gallery/album/entire/pr2006017c).

It's summer—the time when most of us are planning something, whether it is a vacation, a conference trip, or perhaps some back-to-school events. Summer is also when we plan for fall, think about catching up on projects, increase our networking opportunities and cooperation, or simply learn about something we can use in our work. This issue of *DttP* has a little bit for everyone engaged in any of these typical summer activities, and for some of us, this issue has a lot to help us along!

There are two articles that bring our focus to kids and government information. Even though school's out for summer, we know that our colleagues who work with kids in public libraries, school libraries, and other settings are always engaged in strategizing new ways to connect with kids and their education processes. Mark Love discusses the outreach efforts he has made to the central Missouri K–12 community over the past six years. Tom Adamich and Martha Childers share how they use the FDLP Community site to further develop the efforts of the Gov Doc Kids Group. These articles may inspire local initiatives or involvement in similar activities applicable to your situation.

Summer is also a great time for planning and strategizing better government information resource presentation through academic library websites. Meredith Johnston reports on her study of “Availability and Location of Web-based Government Information Instructional Resources at Academic Federal Library Websites.” Her study may be a trigger for many of us to consider or reconsider our own presentation of such resources through our libraries' portals.

In many libraries, summer means a time for projects—sometimes even deaccessioning projects. Starr Hoffman outlines the effort by the University of North Texas Libraries to use needs and offers lists to identify and collect publications for their mass digitization projects and building their own print collection. She includes a plea for all of us to share our discards with her library as it works toward

comprehensive digital, free, global access to US government information. You may want to consider the effort she discusses as you go through your own weeding project.

In this issue, Get to Know....Sarah Erikson (and indirectly her patrons and their government information uses and needs) of the Chicago Public Library. It seems that the use of that large urban collection knows no season! As a bonus, readers also get to know GODORT chair-elect Kirsten Clark featured in The Interview.

Stephen Woods provides an excellent overview of the Current Population Survey, including its fascinating history, in By the Numbers. Could a statistical series actually be a good beach read?

Rebecca Hyde and Lucia Orlando detail mobile apps provided by some of our favorite government agencies (and help us with our vacation planning!) in Federal Documents Focus. Maybe you can use an app or two to plan a trip to your state's capital city to visit advocacy partners or lobby legislators of your state. You may well be motivated for such a trip after reading Barbara Miller's suggestions and strategies for such important actions in the State and Local Documents Spotlight.

You should be receiving this issue just before the ALA Annual Conference in New Orleans, and as always there are some interesting GODORT events. This year's program, *Government Information and Civic Engagement*, features a panel of speakers discussing the answers to the question: “How does the intersection of electronic publishing of government information and the ephemeral nature of social media change collection development and preservation of these ‘documents’ in libraries?”

The reception, where we honor our very deserving award winners, will be held on June 26 at the Law Library of the Louisiana Supreme Court. For a complete list of events, check the wiki: [wikis.ala.org/godort/index.php/GODORT\\_Conference\\_Schedule\\_Annual\\_2011](http://wikis.ala.org/godort/index.php/GODORT_Conference_Schedule_Annual_2011).

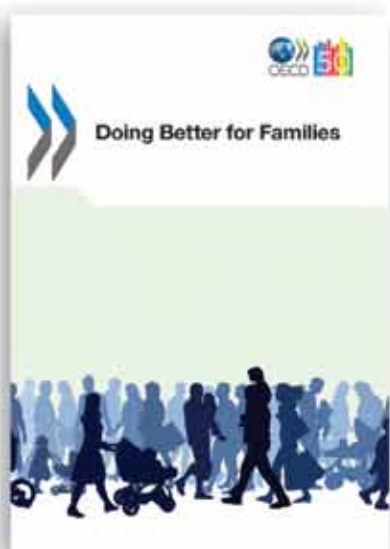
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# Get to Know . . .

## Sarah Erikson

Julia Stewart



Chicago is a city with big shoulders, and also a city with a big, century-spanning treasure trove of local, state, and federal government documents. Whether you want to locate demographic data to write a grant, or dispute a precinct vote from an 1886 election, Sarah Erikson, government documents librarian at the Harold

Washington Library Center of the Chicago Public Library (CPL), can help you find the information you need.

During a time when many public and state libraries could be on the chopping block for public funding, Erikson works with a heavily utilized, large selective collection that serves the government information needs for the Chicago metropolitan area. “Our regional library is 180 miles away, so we are a huge service point for federal documents for the entire city,” said Erikson. “Chicago Public Library has been a depository library since 1876, and we have documents as old as 1793. We have original *American State Papers*, *US Serial Set* volume 1, *Annals of Congress*, and *US Statutes at Large*, volume 1, as well as many more treasures.”

Erikson, a 2004 graduate of the University of Illinois at Urbana-Champaign Graduate School of Library and Information Science, was hired by CPL right out of graduate school. She has been working in the Government Publications Department for five years.

“We really do serve everyone,” said Erikson. “I don’t have a typical patron. I work with a very large collection of Chicago municipal and Illinois state documents, so I’ve assisted patrons with everything from locating the original land treaties for the City of Chicago to *pro se* litigants studying our Illinois Department of Employment Security decisions and disability rights law. I work with a patron who uses our NOAA Coastal Charts and NIMA International Nautical Charts to plan yacht trips, and we also receive requests from lawyers who use our robust congressional hearings collection. Compared

to the other aspects of public library service, documents librarianship is so rewarding because I deal with the greatest variety of questions and the most challenging resources.”

Some library budget decisions are based upon usage statistics, but Erikson’s reference team, which is part of the Central Library’s Adult Services Cluster, doesn’t track usage statistics per item or by reference question. “Because of the variety of patrons and questions, most documents get used,” said Erikson. “Statistics are not a factor in how I spend my time. Generally, I spend twenty hours per week on the reference desk. I also catalog and class the state publications, and I collate state documents to send to the bindery. If there are missing issues, I’ve had success requesting these documents from the state agencies, so I’ll be doing the same thing with our municipal departments.”

As one of the team’s most experienced reference librarians, Erikson is accustomed to being assigned the most difficult questions, especially those dealing with Chicago politics. “Our local collection has over 40,000 documents, and it is amazing and unique. As far as politics, we’ve got election results, votes by ward and precinct, for the city back to 1886. Everyone loves to look at the collection, which is on aperture cards, to see if they can spot corruption. Knowing we have the collection to refute the tall tales of Chicago politics makes working in this local documents collection exciting.”

Erikson also participates in promoting the documents collection through a variety of CPL outreach programs. “Recently, I worked with CPL’s Scholar in Residence, Patricia Martin, to use data in her research about cultural consumerism. I also present workshops at our annual All-Staff Institute Day to train colleagues on how to access and use government documents.”

When not immersed in her work, Erikson relaxes by painting still life portraits and cooking. “Most of my recent paintings have been of fruits and vegetables—I’m inspired by both the old masters and USDA’s Pomological Watercolor Collection, which is now online through the National Agricultural Library’s Special Collections ([www.nal.usda.gov/speccoll/collectionsguide/mssindex/pomology](http://www.nal.usda.gov/speccoll/collectionsguide/mssindex/pomology)). As far as cooking, I usually don’t cook for an army, but if I ever needed to make one hundred portions of chili con carne, I’d know where to look: the Armed Forces Recipe Service, (D101.11:10-414/985).”



# Federal Documents Focus

## Uncle Sam Goes Mobile

Rebecca Hyde and Lucia Orlando

You've heard it on the news and read about it in the latest issue of *American Libraries*—mobile access to the Internet is the next growth area hitting libraries. Whether it's reading ebooks, playing Angry Birds, checking Facebook, or using Boopsie to plan ALA conference schedules, more and more of our users as well as librarians are accessing the Internet via smartphones and other handheld Internet-enabled devices. The federal government has jumped on the mobile apps bandwagon, making government information more convenient and widely available. With summer right around the corner, familiarizing yourself with some of the apps useful for traveling and vacation planning is a good way to learn more about this emerging technology. Whether your summer plans include overseas travel, vacationing in our nation's capital, traveling to ALA Annual Conference, or a staycation in your backyard, the federal government has well developed mobile apps and websites to make your traveling experience easier, safer, and more enjoyable.

The terms "mobile web" and "mobile apps" may sound like the same thing, but they are distinct terms. Mobile applications, commonly referred to as "apps," are software programs designed for specific mobile operating systems and optimized for viewing and use on a very small screen. If you have a smartphone, iPod Touch, iPad, Motorola Xoom, or other portable Internet-enabled device, you have probably made use of apps designed specifically for one of those platforms. Once installed, mobile apps may not require an Internet connection to function. Mobile sites on the other hand, are websites that are optimized for viewing on a smartphone or other handheld device, and require an Internet connection. This means if you are in a place with no cell service, or do not have access to wireless Internet, you will not be able to use the site. Most devices allow placing a shortcut to a mobile site on your home screen, so as long as you have an Internet connection, you can quickly access the information you need.

In 2010, the Pew Internet and American Life project reported an increase in cell phone ownership, with 38 percent of all owners using their phones to access the Internet. Furthermore, minorities and young adults take more advantage of various cell phone functions than the

population in general. Of African Americans surveyed, 46 percent reported accessing the Internet from their cell phone, with the numbers increasing to 51 percent for English-speaking Latinos. The access rates are even higher when examined by age, with 65 percent of cell phone owners aged eighteen to twenty-nine using their phones to get online. And this number is climbing for the population aged thirty to forty-nine.<sup>1</sup> The forecast for continued growth makes the mobile web an attractive way to reach this growing, dynamic population.

### Travel logistics

My TSA is an essential application for anyone traveling by air within the United States. It features an extensive guide to TSA security, including tips for packing, traveling with children, acceptable forms of ID, military members in uniform, and more. It also includes notices of airport-specific delays and allows you to upload your own security wait time to help inform other travelers. Use the "Can I Bring?" feature to quickly determine if an item is allowed in carry-on baggage, checked baggage only, or prohibited entirely. With frequent changes in security procedures and policies, even the most seasoned traveler may find the information in this app useful. A note of caution, this app does not include specific airline policies, which in some cases may be stricter than TSA regulations. My TSA is available as an Apple iOS app and as a mobile website ([www.tsa.gov/mobile](http://www.tsa.gov/mobile)).

If you are traveling overseas this summer the Find Your Embassy mobile site ([m.usembassy.gov](http://m.usembassy.gov)) from the US State Department is essential. The mobile site includes easy access to travel alerts and warnings, as well as a directory of US embassies and consulates with contact information, hours of operation and location. Also useful in emergency situations, either abroad or in the United States, is FEMA's mobile site ([m.fema.gov/](http://m.fema.gov/)). Most of us know how to respond to natural disasters likely to occur where we live. For example, if you live in Texas, you probably have a plan for tornado warnings and if you live in Florida, you probably know how to secure your house in the event of a hurricane. However, when traveling, you may find yourself in places susceptible to natural disasters you know little about. The FEMA site has general information about keeping safe in an emergency, what to do if there is a warning or evacuation order, as well as what to expect in the aftermath of any natural disaster. The one drawback to both of these resources is they are mobile websites rather than apps, so Internet access is required. Hopefully an application that stores the latest data and is accessible without going online will be available in the future.

Most of us spend a significant amount of time outside in the summer, even if our vacation does not take us to the beach. The EPA's UV Index is a handy tool for keeping apprised of your level of UV exposure. The EPA takes this seriously, not only creating a mobile website ([iaspub.epa.gov/enviro/m\\_uv](http://iaspub.epa.gov/enviro/m_uv)) accessible from any device, but also creating an Android app and one of the very few Blackberry apps produced by a government agency (both available for download at [apps.usa.gov/app4/](http://apps.usa.gov/app4/)). The UV Index allows you to find your location by zip code or city. This means if you don't know the zip code for the French Quarter, you can still get an idea of how many times you'll need to slather on sunscreen walking between meetings at ALA's Annual Conference.

### The Smithsonian: Home or away

The Smithsonian Institution is by far the most prolific of the federal government entities creating mobile resources. Their full catalog is available at [www.si.edu/Connect/Mobile](http://www.si.edu/Connect/Mobile), and as of this writing includes six mobile applications, plus seven mobile sites that are compatible with any web-enabled device. The goSmithsonian mobile site ([www.gosmithsonian.com](http://www.gosmithsonian.com)) is ideal for both planning your trip and while on the go in the museums. The site includes information on each Smithsonian museum as well as stories on new and popular exhibits. Not all parts of the site are mobile enabled, but content is being added all the time. Some Smithsonian museums have also created individual mobile websites with more detailed information on popular exhibits. For example, the National Postal Museum mobile site ([npm.si.edu/mobile/](http://npm.si.edu/mobile/)) includes museum highlights and short videos about key parts of the museum's permanent exhibit. The National Museum of Natural History mobile site ([www.mnh.si.edu/mobile/](http://www.mnh.si.edu/mobile/)) includes locations of restaurants, shops, and restrooms within the museum as well as an easy guide to museum policies and lost and found contact information.

An example of the interesting and fun applications created by the Smithsonian is Infinity of Nations, an audio and visual tour of an exhibit at the National Museum of the American Indian in New York. While the application is designed to be listened to while walking through the museum, the images and audio are informative and dynamic even when sitting in your own home. If you are in the museum, the app includes maps of the exhibit and of some exhibit cases and allows you to touch specific areas of these maps to hear the audio associated with a

section of the exhibit or a specific item. The app is a little slow, and does not have a "play all" feature, which would be nice for listening to the audio tour from home. This application is available for all Apple iOS devices but is probably most enjoyable on an iPad if you wish to interact with the maps and images. It is also available in English or Spanish with one download.

### Your staycation in outer space

The outer space vacation people have dreamt of for decades is now a reality. Of course, for most of us, even the \$200,000 suborbital trip on Virgin Atlantic is over budget. Luckily, thanks to NASA, if you own an Apple iOS device, you can still incorporate the wonders of space into this year's summer staycation. NASA's apps page ([www.nasa.gov/connect/apps.html](http://www.nasa.gov/connect/apps.html)) currently includes six Apple iOS applications, two with iPad optimized versions. The main application, NASA App, is a perfect start, especially for the budding astronaut or scientist in the family. It includes information on all current NASA missions, videos from NASA TV, and a stream of current NASA news. Create the perfect way to get the family out of the house to look up at the night sky. The sighting opportunities section uses your location to identify times when the International Space Station (ISS) or other vehicles overhead are visible. Even after the ISS passes over, chances are you will want to stay outside and keep looking at the stars. Exploring other NASA apps, such as HubbleSite and Space Images, is a great addition to your space staycation. Both are informative and full of amazing images of celestial objects in our galaxy, and of galaxies far, far away.

### Conclusion

With the steady increase of mobile Internet usage, we should see more federal agencies creating mobile apps and mobile websites. USA.gov has a great guide to selected apps ([apps.usa.gov/](http://apps.usa.gov/)) from the US Government. While it is not comprehensive, additions and updates appear frequently. Take a look and discover even more apps from Uncle Sam that will improve daily life for you and your patrons.

### Reference

1. Aaron Smith, *Mobile Access 2010*, Washington D.C.: Pew Internet & American Life Project, 2010, [www.pewinternet.org/Reports/2010/Mobile-Access-2010.aspx](http://www.pewinternet.org/Reports/2010/Mobile-Access-2010.aspx).



# State and Local Documents Spotlight

## Pushing for State Funding—It's Who You Know and What You Know

Barbara Miller

Everyone is acutely aware of the havoc wreaked on libraries by the ongoing recession. We never know when some “creative” plan by a state legislature will carve up a state or public library system or destroy twenty years of funding efforts for school libraries. Academic libraries are also suffering with host institution budget cuts, and many libraries are considering abandoning depository library program participation. Many legislators are looking to abandon the requirement of master degree holding librarians in their state. On the federal level, librarians have the lobbying skills of the ALA Washington Office to interpret legislation and to remind us to contact our federal legislators and what points to make before key votes. We also have the ALA advocacy website ([www.ala.org/ala/issuesadvocacy/advocacy/advocacyuniversity/advclearinghouse/index.cfm](http://www.ala.org/ala/issuesadvocacy/advocacy/advocacyuniversity/advclearinghouse/index.cfm)) to give us examples of how to approach and win over federal legislators, and Capwiz to link directly to legislators.

But who is available to help us decipher key players and issues on the state level? It is critical to lobby successfully for libraries with your state legislature. However, as we know, advocacy efforts are a mixed bag from state to state. Some state library associations are very involved with their legislatures with lobbyists of their own. Other state associations leave much of this work to other groups, and rarely venture to the state capital. As depository librarians, we are often closer to state legislative issues than many other librarians because of our state depository systems, but we may be hundreds of miles from our capital cities and/or have no state library chapter to lobby for us. Librarians are often hesitant to approach state legislators on their own. They imagine they will have to become experts on complex issues, key players, and tortured bill language—all insurmountable obstacles requiring time they don't have. Worse, they might make a mistake and wipe out successful efforts of others! So how do you create a state version of the ALA Washington Office? Although states differ, there are some proven paths to finding key personnel who can help you decipher state government and advocate successfully in your state.

### Who to know

**1. Your state depository personnel.** Most depository librarians have no trouble connecting with their state depository staff. Talk to them about issues coming up, new bills, and so on. They depend on the state directly for funding and know which agency allocations affect them, which legislators are library friendly, and which bills have hidden agendas. They can give you experienced advice on what approach to take, and most importantly, what not to say. And they probably would appreciate depository librarians going to bat for them.

**2. Your state librarian.** State librarians are often in the best position to know what is happening in the state's capital because state library funding is often a direct line on the state budget. They are often “on the hill” lobbying for funding and checking out key bills that might affect libraries. They know which legislators are sponsoring bills, and which ones are library friendly. Knowing the most crucial players can help you pick your battles with legislators. State librarians also know how to read bills! Don't have a contact to the state librarian? Ask your state depository contact! And, if your state librarian is unavailable, there will probably be someone in the office who can help.

**3. Key state agency personnel.** Which agency funds libraries in your state? One of the ways state librarians and depository personnel follow bills is to see which ones affect their funding agency. Ask them who funds libraries! Personnel in this agency will have similar issues to yours, and may have information on key bills and agency-friendly legislators. And it wouldn't hurt to make sure the agency head is favorable to libraries! It is especially important in this recession to know which agency oversees libraries, as many states are now consolidating agencies. Moving the state library to another agency could be a funding death knell. Such a bill is moving through the Oklahoma Legislature this year. Many state libraries are funded through the Department of Education, which often has a large chunk of state funding. However, when considering consolidation, you would be amazed how many legislators are astonished to discover libraries have anything to do with education! If there is consolidation proposed, consult your state librarian and the agency involved, for help on possible problems, which legislators to consult, and what tactics to take to ensure a library-friendly outcome.

### What to know

**Know the bills.** Because most bills are written with deliberate intent of obfuscation and few legislators can get a point

across in less than 10,000 words, it is often difficult to see which of hundreds of bills will affect libraries. While the state website may give you lists of bills, our state librarian sends us lists, updated each week, of “live” bills that could affect library funding. She is available to answer questions we may have about why and how the bills will affect libraries. If your state librarian cannot fulfill this role, then find out who can with your state legislature. Perhaps it is a lobbyist for the agency, or for teachers, or perhaps a legislative staffer who can guide you through the six degrees of separation and connect the dots.

**Know your library-friendly legislators.** This is actually a personnel and issue item. Find out which legislators are on the appropriations committee for your agency, and get to know them! If your district is not represented on these committees, get to know other librarians who *are* connected and find out who to contact for key votes on funding. The time to do this is before the committee finishes considering the bill. Your legislators often know about pending bills, which have not yet been published, and now is the time to find out if they affect you. Many state websites have a “find your legislator” link and provide voting records. If you can find a story to explain why the vote should go one way or another, tell it to the legislator. Many times legislators need ammunition on the floor. In Oklahoma, several librarians have been called by their legislators while they are on the committee floor, to ask for arguments in favor or against a bill. The legislators get to know which constituents can be helpful in these situations, and *they* will contact *you* for ammunition. To get to know them better, you might invite key legislators to state library association meetings, or hold a legislative reception at your library. Our state library association also has an award for a library advocate each year, often a legislator who has passed key funding bills for us. It never hurts to say thank you! Finally, keep an eye on legislators who have tried to pass bills unfriendly to libraries. They probably will come back with a new version of the bill. And while we are at it, get to new legislators to put in your plug for libraries before they start committee work.

### **Banding together with...**

**Other state library associations.** If you have another library organization experienced in going to the state’s equivalent of Capitol Hill, contact them. This year, the Oklahoma Special Library Association asked the Oklahoma Library Association (OLA) if they could go with us to Legislative Day at our capital. They have never gone and would like to learn from the OLA how we do it. (Everyone is afraid of going to the capital

the *first time alone*.) At the same time they can exchange ideas with us about how certain bills would affect *their* libraries. There is strength in numbers.

**Other state associations.** Contact a teachers’ group, a health group (think special libraries), or a technology group and ask to accompany them for experience. They might be affected by similar bills. (For example, this year the Oklahoma legislature is trying to consolidate all technology in state agencies.) There is a saying that politics makes strange bedfellows. (In Oklahoma the possible addition of a state lottery marked the only time in history that the horse racing commission and the community of churches were on the same side, both opposed to the lottery.) OLA has cooperated with various education groups given that their goals on certain bills were the same. For example, we were on the same side opposing a bill to create charter schools (great in some states, not in ours). The proviso here is to make sure the organization you confer with is in the good graces with legislators. We have problems in our state with some groups that the legislature absolutely will not cooperate with, and want to keep our name in good standing. This affects decisions on cooperation.

Remember, legislation affecting libraries in your state affects the state depository system, too. The best advocate for libraries is you! Get ready, get set, and go!

## By the Numbers

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### Making the Current Population Survey Work for You

Stephen Woods

During the recent labor market downturn, there has been a surge in the number of people who have been unemployed for a long period of time. For the fourth quarter of 2010, the Bureau of Labor Statistics (BLS) reports that a little more than 11 percent of those who were unemployed indicated that they had been looking for work for two years or more. The BLS and the Census Bureau decided, effective January 2011, to make changes to the Current Population Survey (CPS) to allow respondents to report unemployment durations up to five years. This upper boundary was selected to allow the Obama administration and policy analysts the ability to provide a more



accurate analysis of people who have been unemployed for a longer period of time.<sup>1</sup>

The CPS is considered to be one of the longest standing national surveys used for labor and socioeconomic research. While the primary purpose of the CPS is to track unemployment, over the years its scope and coverage has expanded. It is important as government information specialists to understand the historical context and evolution of the survey as well as some of the ways that the data is being published and made accessible to our users.

## Background

On January 1, 1938, John D. Biggers submitted a report to the Senate Subcommittee to Investigate Unemployment and Relief, providing the details and outcomes of an enormous undertaking by the Roosevelt administration's Census of Partial Unemployment, Unemployment, and Occupations. The administration had submitted a request to congress in August 1937, for the implementation of a nationwide census carried out by enumerators, rather than relying solely on the voluntary unemployment registration scheduled for November 16–20, 1937.<sup>2</sup>

The Enumerative Check Census (ECC) taken on November 29, 1937, was one of the first attempts to estimate unemployment on a nationwide basis using a cross-sectional sample. It cost the government around \$5 million. The sample size of 1,950,000 is huge by today's standards, particularly if one takes into consideration that the estimated population of the United States in 1937 was 128,824,829. Most national opinion polls survey a sample of around a thousand people. To save on costs, the enumerators were trained personnel from the Post Office Department rather than rehiring from the Census Bureau.<sup>3</sup>

The success of the 1937 ECC led to the development of a monthly survey, in December of 1939, by the Division of Research of the Work Projects Administration called the Sample Survey of Unemployment (SSU). This survey was designed using the same cross-sectional sampling method used in the ECC. The 3,097 existing counties in forty-five states in the United States were grouped by population size using the 1930 Census. Counties were randomly selected from each grouping to represent a cross-section of counties by size. A sample of households was identified in each of the sixty-four representative counties. The next month, a different representative county would be selected as well as a new sample of households. The Work

Projects Administration published their findings in the Monthly Report of Unemployment from 1940 to 1942.<sup>4</sup>

The Census Bureau took over responsibility for the SSU in 1942 changing the name of the survey to the Current Population Survey. Using the same design principles from the SSU, the Census Bureau divided the nation into 2,025 Primary Sampling Units (PSUs). A PSU could include more than one county, but a single county could not have more than one PSU. In 1945 a rotating representative sample of 68 PSUs comprising 125 counties and independent cities were surveyed each month, consisting of approximately 25,000 housing units of which 21,000 were interviewed. Over the years, the Census Bureau has revised the methodology for the sample and expanded the coverage and efficiency of the survey. At its zenith in the 1980s, the CPS sampled 72,000 households, and has changed the number of PSUs sampled over the years, the largest being 792 in 1994. The current sample size is 50,000 households due to budget cuts since the 1980s. In sum, approximately 600,000 different households are surveyed in the CPS throughout the year.

## Topics covered and supplements

The Census Bureau continues to take primary responsibility for collecting the data, but the BLS took over responsibility for determining the scope and coverage of the CPS in 1959. The CPS is a monthly survey that is divided into three topical themes: (1) household and demographic information, (2) labor force information, and (3) supplemental information. The household and demographic information pretty much follows the same principles used by the Census Bureau in the Census of Population and Housing. This includes not only information about the individual, but the relationship of the individual to members in the household as well as characteristics of the household. The March survey is supplemented with more detailed housing and demographic information. It is called the Annual Social and Economic Supplement (also called the Annual Demographic Survey), but essentially it is appended to the end of the usual set of survey questions.

The primary purpose of the monthly questions pertaining to the labor force is to classify individuals as employed, unemployed, or not in the labor force. It is important to remember that the CPS is not focusing on jobs. It is used to measure:

- **Labor force.** The labor force consists of all people sixteen years of age or older, classified as employed or unemployed in accordance with the criteria described above.

- **Unemployment rate.** The unemployment rate represents the number of unemployed as a percentage of the labor force.
- **Labor force participation rate.** The labor force participation rate is the proportion of the age-eligible population that is in the labor force.
- **Employment-population ratio.** The employment population ratio represents the proportion of the age-eligible population that is employed.

The CPS is often used by other federal and state agencies, private foundations, and other organizations as a way to gather information about a myriad of special topics by appending supplemental surveys to the monthly survey. Some of the supplemental topics include: computer and Internet use, social security, immigration, literacy, food security, school enrollment, library use, participation in the arts, school lunch, tobacco use, and veterans.<sup>5</sup>

There are several criteria for these supplements: subject matter of the inquiry must be in the public interest; the inquiry must not have an adverse effect on the CPS; subject matter must be compatible with the basic CPS survey and not introduce a concept that could affect the accuracy of responses; subject matter must not be sensitive; it must be possible to meet the objectives of the inquiry through the survey method; inquiry must be suitable for the personal visit or telephone procedures used in the CPS; no information will be released that can identify an individual; and the cost of supplements must be borne by the sponsor.

## Published reports and data tools

The Census Bureau publishes reports from the CPS appearing in three long-standing series: P-20 Population Characteristics, P-23 Special Studies, and P-60 Consumer Income. P-20 provides analysis of topics such as: geographic mobility, educational attainment, school enrollment, marital status, households and families, Hispanic origin, the black population, fertility, voter registration and participation, and the foreign-born population. P-23 outlines special topics as well as analysis from one-time data collections. Also, new research methods and concepts are discussed in this series. Examples of topics include: computer ownership and usage, child support and alimony, ancestry, language, and marriage and divorce trends. P-60 focuses on reports about families, individuals, and households at various income and poverty levels shown by a variety of demographic characteristics. Other reports focus on health

insurance coverage and other noncash benefits. Other reports from the CPS, particularly from supplemental surveys that are not included in these three series, can be found in the *Subject Index to Current Population Reports and Other Population Report Series, CPR P23-192*.<sup>6</sup>

The BLS also began publishing reports and analyses in 1959. Some of its better known products are the *Monthly Report of Unemployment, Employment and Earnings*, *Geographic Profile of Employment and Unemployment*, and the *Employment Situation*. The *Monthly Labor Review* is the seminal journal of the BLS and is often used to report on special surveys within the CPS as well as providing space for special analysis of the survey results.

The raw data files for the CPS are often used for research by social scientists. A search of *Sociological Abstracts* for the phrase “current population survey” yields 865 results with 669 of those results coming from scholarly journals. The raw data files and code books from the Census Bureau can be obtained, but they are not formatted for easy analysis. There are research-accessible files from the Minnesota Population Center’s IPUMScps and the National Bureau of Economic Research going back to 1962.<sup>7</sup>

For users who are not comfortable using statistical software, the BLS provide a number of historic tables of certain variables. Users who are comfortable creating online queries can use DataFerret for many, but not all of the surveys from the CPS. In January 2011, the Census Bureau released a beta version of DataFerret along with its newer version of American FactFinder. Finally, the Minnesota Population Center has also developed an excellent online tool for creating online queries from variables going back to 1962.<sup>8</sup>

The recent discussion about the Census Bureau’s decision to eliminate the program that compiles the *Statistical Abstract of the United States* reinforces one of the principle challenges that I have tried to address in this column over the years. Namely, that as government information specialists we must become more familiar with survey tools such as the CPS in order to better serve our users in this ever changing world of publishing numbers.

## References and Notes

1. The home page for the Current Population Survey hosted by the Bureau of Labor Statistics is a great place to explore links to databases, publications, tables, and news releases, [www.bls.gov/cps/home.htm](http://www.bls.gov/cps/home.htm).
2. Special Senate Committee to Investigate Unemployment



- Relief, *Unemployment and Relief, Hearings*, 75<sup>th</sup> Cong., 3rd sess., January 4–7, 10–14, 17, 19–22, 1938. Y4.Un2/2:Un2/v.1-2. There is a ton of background information in this hearing as well as tables and reports from the ECC.
3. A nice historical background as well as a description for the survey can be found in the BLS *Handbook of Methods* ([www.bls.gov/opub/hom/homch1\\_itc.htm](http://www.bls.gov/opub/hom/homch1_itc.htm)).
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  5. Princeton has a nice guide for the supplement titles and the months and years the surveys were performed. See [libguides.princeton.edu/content.php?pid=72435&sid=1194265](http://libguides.princeton.edu/content.php?pid=72435&sid=1194265).
  6. This publication is dated and does not include reports after 1996. It is available at: [www.census.gov/prod/2/pop/p23/p23-192.pdf](http://www.census.gov/prod/2/pop/p23/p23-192.pdf). Reports after 1996 are available online from the Census Bureau at [www.census.gov/prod/www/abs/popula.html](http://www.census.gov/prod/www/abs/popula.html).
  7. The data files for the Census Bureau are available at: [www.bls.census.gov/ferretftp.htm](http://www.bls.census.gov/ferretftp.htm) Files from the Minnesota Population Center are at [cps.ipums.org/cps/](http://cps.ipums.org/cps/). Finally, the files from the National Bureau of Economic Research are at [www.nber.org/cps/](http://www.nber.org/cps/).
  8. To explore DataFerret go to: [dataferrett.census.gov/run.html](http://dataferrett.census.gov/run.html). The Minnesota Population Center’s tool is available at: [sda.cps.ipums.org/cgi-bin/sdaweb/hsda?harsda+1962-2010](http://sda.cps.ipums.org/cgi-bin/sdaweb/hsda?harsda+1962-2010).

## Announcing the 6th Annual Cover Contest

### Put your photo on *DttP*!

Here we go again! We’ve had so much fun reviewing the creative entries from previous contests that we’re continuing the tradition—the *DttP* cover contest is now in its sixth year!

Put together your favorite government comic book with its superhero... industrial guides with your neighboring factory—the sky (and perhaps TSA) is the limit!

### Details:

- Photos may be of state, local, federal, foreign, or international publications out in the field.
- All photos submitted must include citation information. Use the *Chicago Manual of Style* citation format.
- Photo orientation should be portrait (not landscape).
- Digital photos must be at least 300 dpi.
- File format should be .jpg or .gif.
- File name should be lastname\_2012.jpg OR lastname\_2012.gif

Please submit all images to the Lead Editors of *DttP* by December 1, 2011. The photo will be on the cover of the spring 2012 issue.

All submitted photos will be posted on the GODORT wiki. For previous entries, see [wikis.ala.org/godort/index.php/DttP\\_Cover\\_Contest](http://wikis.ala.org/godort/index.php/DttP_Cover_Contest)

### Lead Editor Contact Information:

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# Marketing Government Information Resources to the K–12 Community

Mark Love

## Introduction

The US government currently produces a multitude of information resources that can assist students and teachers in fulfilling grade-level objectives and completing classroom assignments. In marketing the use of these resources, government information librarians can also promote their services. The current emphasis on standards in education at both the state and national levels adds another track with which to market resources and services.

Each state has created a written set of criteria upon which to formulate classroom curriculum in order to ensure student learning and measure student achievement.<sup>1</sup> These standards apply to each subject and grade level.<sup>2</sup> The passage of the *No Child Left Behind Act* in 2001 and the emphasis in recent years on using student test scores as a means of measuring student success has caused an even greater focus on standards and grade-level expectations within the K–12 community. The plethora of online government information resources provides an opportunity for documents librarians to market these resources to teachers in an effort to not only to aid them in fulfilling classroom assignments, but also in achieving specific grade-level expectations.

Between 2004 and 2010, as the government information librarian at the University of Central Missouri (UCM), I have spoken to students and teachers in three local school districts on using government information resources to complete classroom assignments. The positive feedback I received from teachers and administrators in each of these schools demonstrates this opportunity for depository librarians or nondepository government information librarians to market their services to the K–12 community.

## Government resources and grade-level expectations

I have discovered in many conversations with teachers that, like many members of the public, they are not familiar with the multitude of government information resources that can be used in the classroom. However, they are pleasantly surprised to learn of the existence of these resources and their usefulness.

When presenting to teachers and administrators, the unique qualities of government information resources must be stressed. It is important to demonstrate to teachers that utilizing government resources will allow students to gain experience with real-world resources that are used by individuals and organizations in the public and private sectors. Students will also gain experience using primary sources—information created by government employees. Of particular interest to teachers are the facts that federal and state resources are (1) funded by taxpayer dollars and (2) usually not subject to copyright laws. This allows teachers to reproduce copies of a government publication for their students without fear of violating the law. Teachers, as well as administrators, are pleased to discover that most government publications are freely available, a fact that is particularly important during tough financial times when district budgets are tight.

An effective means of demonstrating to teachers the utility of government resources is to focus on specific grade-level expectations and how particular federal and state resources can be used to help students achieve the objectives outlined in the expectations. Over the past several years, I have presented to teachers in three school districts near UCM: Kingsville, Lakeland, and Wellington-Napoleon.

I began this process by contacting the principals and professional development coordinators at these schools and inquiring about the possibility of me speaking to their staff on how government information resources can assist teachers in fulfilling class assignments and grade-level objectives. In my letters to school officials, I state, “during the presentation I will describe some specific, freely accessible, online government resources that can aid teachers in achieving grade level expectations.” I also emphasize in my letters that the presentation comes with no cost and can be geared toward the level of instruction appropriate for the particular school being addressed.

During the presentation, I show teachers an example of a grade-level expectation and demonstrate how government information resources can help them in designing assignments to achieve the specified objective. I do this for each of the content areas within the state of Missouri’s grade-level expectations: Communication Arts/English, Fine Arts, Health/Physical Education, Mathematics, Science, and Social Studies.<sup>3</sup>

For example, in one of my presentations, I showed teachers one of the grade-level expectations for eighth-grade science: “identify and give examples of each level of organization (cell, tissue, organ, organ system) in multi-cellular organisms (plants, animals).” I then showed them the Virtual Frog Dissection Kit produced by the US Department of Energy’s Lawrence Berkeley National Laboratory ([froggy.lbl.gov/virtual/](http://froggy.lbl.gov/virtual/)). The site allows users to identify the anatomical structures of the frog and examine three-dimensional representations of the animal’s skeleton and organs.

For high school social studies, the grade-level expectation calls for students to “examine the relevance and connection of constitutional principles in the following documents: US Constitution, Declaration of Independence, Bill of Rights.” I show them GPO’s Core Documents for US Democracy site ([www.gpoaccess.gov/coredocs.html](http://www.gpoaccess.gov/coredocs.html)), which contains many of the documents mentioned in the objective. Many teachers are impressed by the easy and free access to these documents that GPO provides.

## **Presentations to classes**

One school district in particular, Kingsville, has invited me to present to students and teachers in specific classes. In 2004, I made a presentation to a tenth-grade US government class. The students’ assignment was to learn more about the branches of the federal government and the differences between each branch. I showed them Ben’s Guide to US Government for Kids ([bensguide.gpo.gov](http://bensguide.gpo.gov)). This site, produced by GPO, provides detailed information on a variety of topics related to US government, including the branches of government and their

differences. The site’s content is organized by grade level and contains a section on the branches of government that is geared toward high school students.

Students in the class, as well as their teacher, Kim Willcockson, were impressed by the content and user-friendly features of the Ben’s Guide site. Following the presentation, Mrs. Willcockson stated that the class “learned more about accessing vital information from the Ben’s Guide site and we will continue to use this site in the future.”<sup>4</sup> Mrs. Willcockson also stated that she and her students gained a greater appreciation for government websites and the information that they provide. Because of the success of this presentation, I was subsequently invited to present to Mrs. Willcockson’s seventh grade US government class.

The success of my presentations to the American government classes led to an invitation to speak to the Kingsville High School’s Careers class in 2007. The students in the class were assigned to research basic facts about a particular career. I highlighted the wealth of information offered on careers in various fields on the Occupational Outlook Handbook website, [www.bls.gov/OCO](http://www.bls.gov/OCO). Students, as well as their teacher, were impressed by the quality of the information offered on the site and its user-friendly features. The teacher, Rebecca Cardwell, commented, “It is always so wonderful to hear new ways students can explore their career possibilities. I know the students will put the information to good use.”<sup>5</sup>

In 2009 and 2010, I spoke to students in Kingsville High School’s Language Arts class on various government websites that would be of potential value to the students as they worked on their upcoming research papers. I showed the students a myriad of sites, linked from the UCM government documents department website, such as the American Memory Collection from the Library of Congress ([memory.loc.gov/ammem/index.html](http://memory.loc.gov/ammem/index.html)), the Occupational Outlook Handbook, the Statistical Abstract of the United States ([www.census.gov/compendia/statab/](http://www.census.gov/compendia/statab/)), and the Congressional information available on the Library of Congress’ THOMAS website ([thomas.loc.gov](http://thomas.loc.gov)). Because Kingsville is located in a small farming community, I thought it would also be beneficial to show them the website of the Agricultural Research Service ([www.ars.usda.gov](http://www.ars.usda.gov)). Students and their teacher, Becky McRoy, were impressed with the volume and variety of government information available to meet their research needs. Mrs. McRoy stated, “I had no idea that my students and I can access so much information directly from the UCM gov docs site without having to search in other areas, what a timesaver.” She went on to say, “having government publications so easily accessible will definitely be a help to me, as well as my students, as we delve further



into the world of research!”<sup>6</sup> Mrs. McRoy expressed interest in having me return in the future to present to the class in preparation for the students’ work on their research projects.

## Conclusion

The wealth of online government information resources presents an excellent opportunity for government information librarians to market resources and services to the K–12 community. The presentations I have made to teachers and students in my area have allowed me to establish strong connections with the local K–12 community. Based upon the positive feedback I have received, it is my expectation that I will continue to assist students and teachers with government information resources in Kingsville and in other local school districts.

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3. Missouri Department of Elementary and Secondary Education, “Grade and Course-Level Expectations and Resources,” [dese.mo.gov/divimprove/curriculum/GLE/](http://dese.mo.gov/divimprove/curriculum/GLE/).
4. Kim Willcockson, e-mail message to author, November 23, 2004.
5. Rebecca Cardwell, letter to author, 2007.
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## Give to the Rozkuszka Scholarship

The W. David Rozkuszka Scholarship provides financial assistance to an individual who is currently working with government documents in a library and is trying to complete a master’s degree in library science. This award, established in 1994, is named after W. David Rozkuszka, former documents librarian at Stanford University. The award winner receives \$3,000.

If you would like to assist in raising the amount of money in the endowment fund, please make your check out to ALA/GODORT. In the memo field please note: Rozkuszka Endowment.

Send your check to GODORT Treasurer: John Hernandez, Coordinator for Social Sciences, Northwestern University Library, 1970 Campus Drive, Evanston, IL 60208-2300.

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# Government Resources for Kids—the Gov Doc Kids Group in the FDLP Community:

## Rationale and Strategies

Tom Adamich and Martha Childers

### Introduction

The FDLP (Federal Depository Library Program) Community is an information portal, developed by the Government Printing Office (GPO), enables FDLP participants and groups to store, document, and preserve valuable electronic resources that represent various projects, processes, and resources relating to their particular FDLP library or group. This article will discuss the history of one of those groups—the Gov Doc Kids Group—and examine the rationale that led the group to establish a presence in the FDLP Community. An overview of the FDLP Community’s primary structural components and functionality will also be featured.

Imagine that you are a student or teacher in K–12 education, taking a virtual trip in search of federal government information—defined as facts/figures/data and details that originate from an agency of the United States federal government. You know that the information would enable you to finish an assignment or identify an interesting bit of US history to study and enjoy. Ultimately, the information you discover would be most helpful if it were in a form familiar to both students and teachers—in essence, something a kid can understand.

At first, this might seem to be an insurmountable task. The federal government is large; according to Wikipedia’s entry for “Federal government of the United States,” ([en.wikipedia.org/wiki/Federal\\_government\\_of\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Federal_government_of_the_United_States)) there are fifteen departments, each of which has a number of agencies associated with it. There are also nearly a dozen independent agencies (the US Postal Service is a good example) as well as several government-run corporations (the Federal Deposit Insurance Corporation—FDIC—is one of the better known).

A key question for a new federal government information resources researcher is: “Where do I go to find good information I can understand that also helps me both learn how to find it and how to use it?” The answer is surprisingly easy—The Gov Doc Kids Group!

### A warm welcome to the “Gateway of Kid-friendly Government Information”

Enter one of the three Gov Doc Kids Group virtual worlds at:

- [govdocs4children.pbworks.com](http://govdocs4children.pbworks.com);
- [wikis.ala.org/godort/index.php/Gov\\_Doc\\_Kids](http://wikis.ala.org/godort/index.php/Gov_Doc_Kids); or
- [community.fdlp.gov/govdockidsgroup](http://community.fdlp.gov/govdockidsgroup).

Once in a virtual world, one is greeted by a traditional logo artfully created by GPO. One also sees the image of a colorful poster created by a young artist who won one of the age/grade categories of the annual Gov Doc Kids Group Constitution Day Poster Contest (described later in this article). It is the patriotic spirit of these images that defines the core concept behind the Gov Doc Kids Group and its origins as the “gateway of kid-friendly government information.”

This article will examine the Gov Doc Kids Group FDLP Community virtual world and address the following:

- reasons motivating the group’s use of the FDLP Community;
- a profile of FDLP Community structure and Gov Doc Kids Group contributions; and
- GPO Web Content Services support and design processes.

However, it is first appropriate to establish a historical context for the group and its functions.



## Gov Doc Kids Group mission and history— A humble mission

The Gov Doc Kids Group serves several purposes. First of all, the group attempts to promote government information in order to engage K–12 students in learning about history, culture, science, and government through games and other interactive activities. These activities are kid-friendly and designed for both independent use by children and for dynamic, peer-based group interaction.

Second, the Gov Doc Kids Group attempts to assist teachers and school librarians with locating teaching aids, lesson plans, and exciting tools to enhance students' learning, and to provide librarians with a collection of free government resources to support their reference work and collection development decisions. Both the initial federal government resource identification and inclusion phases of the Gov Doc Kids Group collection selection/inclusion process use current curricula, lesson needs, state/national standards awareness (across curricular areas), and peer evaluation as core process elements.

Third, as members of the FDLP supporting educational institutions, Gov Doc Kids Group libraries are bound by the following mandate relative to supporting Constitution Day—celebrated on September 17 each year (the date the Constitution was signed): “each educational institution that receives Federal funds for a fiscal year shall hold an educational program on the United States Constitution on September 17 of such year for the students” ([www2.ed.gov/legislation/FedRegister/other/2005-2/052405b.html](http://www2.ed.gov/legislation/FedRegister/other/2005-2/052405b.html)). It is this mandate that led to the development of the Gov Docs Kids Group Constitution Day Poster Contest, discussed later in this article.

The group also encourages participation from fellow school/teacher librarians and other members of the education community in both identifying specific federal government information needs and recommending kid-friendly resources for possible inclusion. Direct contact with Gov Doc Kids Group core members is welcome, and persons interested in participating in or creating new activities falling within the mission are welcome to join. Please contact one of the members if you would like to be an active member. Information is available at [govdocs4children.pbworks.com/w/page/8811722/FrontPage](http://govdocs4children.pbworks.com/w/page/8811722/FrontPage).

## The rich history—Kansas GODORT and the origins of the Gov Doc Kids Group

As with all active groups and organizations, a rich history quickly develops. The Gov Doc Kids Group is considered an

outgrowth of and a subgroup of the Kansas Library Association Government Documents Round Table (KLA-GODORT) and is made up primarily of government documents librarians, a youth service librarian, and an archivist. Individuals in other areas of expertise are welcome to join.

The Gov Doc Kids Group was conceived on July 7, 2006, during the Fifth Annual Summer Workshop of KLA-GODORT, held at Kansas State University. A presenter was talking about promoting government documents to children. Tatiana Pashkova, then government documents librarian at Emporia State University, and Martha Childers, government documents librarian at Johnson County Library, spontaneously leaned over the table toward one other and said “Let’s do this!”

Youth specialists were recruited to join the group which began meeting in fall 2006. The group brainstormed a wide variety of ideas and decided to do a program for the Kansas Library Association’s Annual Meeting. They chose the title “Trails to Online Treasure: Government Documents for Librarians Working with Children.” Monthly meetings focused on developing this program.

Inspired by Johnson County Library’s popular bookmark contest, the group decided to conduct a Constitution Day poster contest. Johnson County Library graphic artist Brian Oertel designed a tickler bookmark to distribute at the library’s Constitution Day program. On April 12, 2007, group members presented the program at Tri-Conference in Topeka, Kansas, with an attendance of more than forty individuals.

Beginning with the May 2007 meeting, the group focused on the Constitution Day Poster Contest. Publicity was sent using e-blasts, conferences, bookmarks, press releases, and personal contacts. The group received 161 entries from eight states and Japan. Using criteria of 66 percent artistic content, 33 percent conceptual content, winners were selected by Jan Schall, Sanders Sosland Curator of Modern and Contemporary Art, Nelson-Atkins Museum of Art; Mary Burtzloff; and Brian Oertel. The winning entries were scanned and contest information was added to the digital images, which were added to the FDLP Community website and ConstitutionFacts.com. Each winner was mailed two copies of his or her poster and a certificate. Press releases were sent to the winners’ local newspapers. One copy of each metro area winning poster was mounted on foam core for display at the awards ceremony, which was held at the Nelson-Atkins Museum of Art to honor the three winners from the Greater Kansas City Metropolitan Area.

Tom Adamich joined the group in October 2007. As a member of the editorial board of *Knowledge Quest*, the journal of ALA’s American Association of School Librarians, Tom began planning a column for that publication. This

idea developed into a concept for a special issue devoted to government information for children, which is still under consideration. Tom also took over the development of the Gov Doc Kids Group Wiki ([govdocs4children.pbworks.com](http://govdocs4children.pbworks.com)), expanding and enhancing it to include nearly sixty resource links from such government agencies as the Bureau of the Census, the US Geological Survey, and the Federal Deposit Insurance Corporation. A second wiki ([wikis.ala.org/godort/index.php/Gov\\_Doc\\_Kids](http://wikis.ala.org/godort/index.php/Gov_Doc_Kids)), sponsored by the ALA GODORT Education Committee, was added in 2008 to provide a stable environment for the resources and connectivity to government information services and the FDLP.

At the January 2008 meeting, the group agreed upon the group's mission statement:

Promote government information in order to engage K–12 students in learning about history, culture, science, and government through games and other interactive activities; to assist teachers and school librarians with locating teaching aids, lesson plans, and exciting tools to enhance students' learning, and to provide librarians with a collection of free government resources to advance their reference interview and collection development decisions.

Tom enthusiastically kept up the efforts for the Constitution Day Poster Contest 2008. The group received 1,140 entries from twenty-eight states. ConstitutionFacts.com donated Constitution booklets to the first one hundred entrants. ConstitutionFacts.com also developed a website promoting the contest, and as mentioned earlier, displays winning posters as well as distributing contest information. Gumdrop Books printed posters from winning entries. Another local awards ceremony was held at Nelson-Atkins Museum of Art.

In 2009, the Gov Doc Kids Group Constitution Day Poster Contest drew nearly 2,300 entries from the United States and worldwide, thanks to its continued partnership with ConstitutionFacts.com and the Defense Commissary Agency, which advertised the contest in the 263 commissary stores it operates on military outposts across the globe.

In 2010, the Gov Doc Kids Group Constitution Day Poster Contest received 9,939 entries—a dramatic increase over 2009—and added a new corporate sponsor, Mannington Mills, one of the leading producers of commercial flooring in the United States. The group has been invited to present at the 2011 International Federation of Library Associations Conference, in San Juan, Puerto Rico, in August.<sup>1</sup>

## Use of the FDLP Community—maximizing function to serve virtual needs

As mentioned in the historical overview of the Gov Doc Kids Group, the group made the decision to use the newly-developed FDLP Community as a venue for virtual communication, resource storage, and resource access. Numerous factors led to the decision to accept the offer to be a part of FDLP Community.

When the Gov Doc Kids Group began, it chose to use free wiki management space provided by PBWiki. PBWiki provides both an easy-to-edit documents and images platform for users, and allows images and charts to be added quickly and appear to wiki users at a relatively high resolution. While the use of PBWiki continues and has proven to be relatively stable and trouble-free, the site's freeware status raised concerns among group members about the long-term security of group documents and images. As a result, the group searched for another, more stable source for wiki hosting.

In 2009, Tom asked the ALA GODORT Education Committee if it could host an iteration of the Gov Doc Kids Group's wiki. James Jacobs was instrumental in providing instruction and support for the eventual migration that took place. As the migration began to unfold, the Gov Doc Kids Group began to realize that while the ALA GODORT site provides a much more stable and supportive virtual environment (because the project is sponsored by both the national organization as well as Kansas GODORT and Ohio GODORT), there was a marked decrease in both the ease of use and the ability to load and display certain types of documents and images (particularly the winning poster images from the Constitution Day Poster Contest).

Therefore, the search to identify a wiki management system that would not only support full functionality from a documents/image management standpoint but also receive long-term backing and endorsement to promote project and resource stability continued. Luckily, at ALA's 2009 Annual Conference in Chicago, Ted Priebe, GPO's director of library planning and development, had what might be considered a "just right" solution—the FDLP Community.

Immediately following the ALA GODORT-sponsored presentation made by the Gov Doc Kids Group—"Gov Docs Kids Group: Learn and Have Fun with Government Resources"—Ted Priebe and Cindy Etkin, GPO's program planning specialist, mentioned the possibility of using a newly developed communication tool that the GPO was beta-testing to provide a way for FDLP member libraries and related groups to communicate and share virtual documents and resources. The beta project was named FDLP Community.

## Features of the FDLP Community

As Priebe and Erkin explained, the FDLP Community is designed to create an online, interactive venue to enhance the world of government documents. It is comprised of the following parts:

- **Groups:** a comprehensive listing of all FDLP community groups and a summary describing each;
- **Blogs:** FDLP depository library news and other noteworthy resources;
- **Forums:** dedicated discussion topics and groups administered by members of the depository community;
- **Events:** a calendar of important FDLP-related dates and anniversaries;
- **Gallery:** a collection of images related to FDLP activities and resources submitted by FDLP Community group members;
- **File Sharing:** a portal where FDLP community group members can upload and store documents; and
- **Web Links:** recommended websites suggested by FDLP Community group members.

The FDLP Community proved to be an ideal forum for Gov Doc Kids Group activities and resources. The goals of the group's participation in the FDLP Community are:

1. Provide a stable home for the Gov Doc Kids Group wiki that would facilitate file transfer and archiving capabilities. All file interaction would be the responsibility of the wiki administrator (working in cooperation with a host—in this case, the GPO).
2. Provide access to a dedicated Gov Doc Kids Group e-mail address that could be used for group communications and for communicating with individuals associated with the Gov Doc Kids Group Constitution Day Poster Contest.
3. Maintain access to national/international communication and information networks to facilitate Gov Doc Kids Group communications related to resources and activities. We have worked in the past with the Defense Commissary Agency, ConstitutionFacts.com, and Mannington Mills (relative to the Constitution Day Poster Contest), and hope to maintain those relationships in the future.

As a result, the following contributions have been made by the Gov Doc Kids Group to the FDLP Community, as of April 1, 2011:

| FDLP Community Category | Quantity contributed by Gov Doc Kids Group to date          |
|-------------------------|---|
| <b>Groups</b>           | 4 announcements, 1 discussion, 5 albums                     |
| <b>Gallery</b>          | 5 albums  |
| <b>File Sharing</b>     | 23 files (Note: Use statistics available for all documents) |
| <b>Web Links</b>        | 58 links  |

## GPO Web Content Services support and design processes—collaborative support by listening to FDLP Community group members

One of the hallmarks of the Gov Doc Kids Group's experience with joining the FDLP Community has been the strong support provided by members of the GPO Web Content Services staff. Kathryn Davis and John Dowgiallo, GPO web content specialists, have worked extensively with FDLP Community groups to address content and functionality needs, often creating access tools in response to group requests. For example, GPO Web Content Services designed an online form and image upload capabilities for the Gov Doc Kids Group Constitution Day Poster Contest that include a notification feature to alert members when new entries have been submitted online. While the group is still evaluating how this feature will work with respect to Constitution Day Poster Contest workflow, the potential for its future use is great and only realized as a result of strong communication between Gov Doc Kids Group members and the GPO Web Content Services staff during design, testing, and implementation stages.

## Future of Gov Doc Kids Group presence on the FDLP Community—an evolving process

As the roles and functions of the Gov Doc Kids Group continue to grow, as well as the structures and function of the FDLP Community itself, the need to work together in collaboration to identify common goals and maintain important functions will become even more important. However, without the FDLP Community structure, the Gov Doc Kids Group (which operates on a virtually nonexistent budget) would not be able to function virtually over time. The group views the FDLP Community as a stable online presence that will continue to develop into an important FDLP resource. Like FDsys, the inherent nature of the FDLP Community as a virtual resource will not only increase its potential for widespread use among FDLP groups and members but will become a primary vehicle of communication for FDLP members—both as participants



in specific FDLDP-related groups and as FDLDP members in general.

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## *DttP* Student Papers Issue

The student papers issue of *DttP* is designed to showcase the talents and interests of current library school students. Papers should focus on substantive issues in government information at all levels of government (local, state, federal, international) librarianship, including:

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- bibliographic control of government information;
- government efforts to promote and/or restrict access to information;
- development of specific government programs that promote access to information (e.g. DOE Information Bridge);
- government/private sector partnerships providing access to information;

Papers must be nominated and forwarded by a faculty member.

Required length: 2,000–3,000 words.

Please see our style guidelines at: [wikis.ala.org/godort/images/b/b8/Instructionsforauthors.pdf](http://wikis.ala.org/godort/images/b/b8/Instructionsforauthors.pdf)

*DttP* is a professional journal. Class papers that do not conform to editorial guidelines should be reformatted to receive consideration.

All papers must be submitted by August 1, 2011. Selected papers will be printed in volume 39, issue #4, Winter 2011.

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# Availability and Location of Web-based Government Information Instructional Resources at Academic Federal Depository Library Websites

Meredith Johnston

## Background

In fall of 2008 the author conducted a small pilot survey through GOVDOC-I, a discussion list devoted to issues of interest to those who work with government information. Academic government information librarians were asked how their delivery of instructional sessions had changed at their institution over the years. A majority of the twelve respondents noted increased usage of subject-based web-pages and government instruction resources incorporated into general subject guides. These responses prompted more questions on the part of the author about web-based subject guides and other instruction resources specific to government information. Are government information instruction resources available at most academic library sites, and where are they usually located—on a government information department page or grouped with general library subject guides?

Their availability and location should be given serious consideration, as the academic library website provides increased opportunities to meet the diverse information resource needs of its users and also to accommodate their varying research methods. The research presented here shows one way in which academic librarians are utilizing the library website to address the cross-disciplinary research methods of their users, specifically in the area of government information. The research also shows, indirectly, the importance of government information to academic library users.

This article presents the results of an observational survey conducted between May and August 2010 in

which the author reviewed the websites of seventy-seven academic FDLP libraries in order to ascertain the availability and location of web-based government information instruction resources. Its purpose is to highlight observed trends in the availability and placement of these resources within the academic library website to determine if libraries are using a subject or generalist approach.

## Literature review

Library websites serve as the virtual entryway to the electronic and physical library. In a recent study at the University of Colorado at Boulder, Gerke and Maness linked users' perceptions of both the electronic and physical resources of the library with their virtual experience. With this in mind, the authors note that electronic resources, including "web-based tools" such as guides and tutorials, should be given just as much consideration as physical space and books in terms of planning and development.<sup>1</sup> Cassner and Adams further emphasized the importance of web-based instruction resources with their study in which subject librarians ranked "course- or discipline-specific web pages" as their second most used resource to provide instructional services to distance learners.<sup>2</sup> Lo and Dale, in their study of the implementation of online tutorials at Kansas State Libraries, discuss the need for a "flexible online learning environment" to accommodate distance education users and suggest more online instructional resources that can be accessed anywhere, at anytime.<sup>3</sup> The above studies and articles make clear the importance of web-based instruction resources on the academic library website, and

more broadly to the overall academic library environment and learning experience.

Burroughs' study, focusing more specifically on government information, analyzed government information users' preferences and found, among other things, that of government information services, patrons utilized web-based and print subject guides most frequently; when asked to recommend additional services survey respondents ranked web-based tutorials highest.<sup>4</sup> Scales and Von Seggern, in their article describing the use of different tools to assess the information literacy of undergraduates after government documents instruction sessions, note the potential importance of online guides and tutorials to both "real-time class instruction" and as an "after class" resource available for students.<sup>5</sup> While government information librarians recognize the importance of instructional web-based resources, there is little research that pertains specifically to their use in government information instruction.

The location of government information instruction resources within the library website reflects the ongoing debate, outlined by Cheney, within the academic library community over whether a subject librarian or government information/generalist librarian should determine where, how, and which government resources to incorporate into subject-specific guides, and whether additional government information instruction resources should be available elsewhere on the website.<sup>6</sup> The results of the present survey indicate that the trend is to make government information instruction resources available at multiple access points on the library website, utilizing the knowledge and skills of both the subject and government information librarian, thus providing cross-disciplinary assistance and instruction to users.

## Methodology

For the survey, libraries were selected from searches conducted through the FDLP Library Directory ([catalog.gpo.gov/fdlpdir/FDLPdir.jsp](http://catalog.gpo.gov/fdlpdir/FDLPdir.jsp)). The author distinguished between regional depositories, which receive all publications made available through the FDLP, and selective depositories, which select the documents and format they receive, to determine any noticeable differences in the availability and location of web-based government information instruction resources between the two depository types. A search from the FDLP site of all general academic regional depository libraries produced a list of thirty-two institutions, all but two of which were described as large, or having more than 1,000,000 volumes. A search of all large general academic

selective libraries yielded a list of 235 institutions. The survey includes all thirty-two academic regionals and forty-five large academic selectives, one chosen from each state with libraries of that type using simple random sampling technique. Random here is used in the most literal sense—one library chosen from listed states that varied from having one to twenty-four selectives. The author observed a total of seventy-seven library sites for the survey.

The following questions served as a guide to determine the location of web-based government information instruction resources at observed sites.

1. Does the library have a webpage devoted to government information?
2. Are there any guides/instructional pages on the government information page or on secondary pages?
3. Are government information resources incorporated within web-based library subject guides/instructional pages?

Through the link provided on the library's FDLP profile page, the author accessed the government information page designated for each institution and reviewed the page for location of guides. Next, the library's subject-specific guides were searched and three viewed in order to ascertain if they included government information resources. A typical review of each site lasted approximately five to ten minutes.

For the purposes of this survey the phrase "government information instruction resources" is defined to include subject, course, and topic guides or pages, bibliographies, and tutorials; the phrase also includes listings of government information resources within guides. In determining whether general library subject guides incorporated government information resources, the guide subjects most viewed were agriculture, criminal justice, political science, history, and economics. The subject guides viewed varied according to availability at each institution's website. In considering a guide, alphabetical listings of government agencies with links to their websites were not counted, nor were pages containing only a description of the library's FDLP collection. But if the page or its secondary pages contained at least one actual guide arranged by topic, subject, course, or branch of government, they were counted as having a guide available on their webpage. Likewise, if any of the three subject guides viewed contained at least one government information resource, then the author recorded the library as incorporating government information instruction resources within their general subject guides.



**Table 1. Web-based Government Information Instruction Resources Available Solely Within General Library Subject Guides**

|   | Regionals | Selectives | Total Libraries |
|---|-----------|------------|-----------------|
| % | 15 (5)    | 13 (6)     | 14 (11)         |

**Note:** The figures in parentheses are the base numbers for the adjacent percentages. For regionals N=32; For N (total number of libraries surveyed) =77, for selectives N=45

## Survey results

All surveyed libraries listed a link on their FDLP profiles to a government information page. These pages were actual government information department pages or subject guides devoted to government information. The data presented in tables 1 and 2 was compiled using information gathered for questions 2 and 3.

A very small percentage of libraries made available government information instruction resources solely through general library subject guides (see table 1). However, no library sites viewed made those resources available only on a government information department page or government information subject guide. Table 2 shows that the overwhelming majority incorporated web-based government information instruction resources within general library subject guides and also made them available on a government information department page, and/or government information subject guide. At two of the regional sites and one selective, the author could not locate any general library subject or government information related guides.

The observed trend of integrating web-based government information instruction resources (see table 2) with web-based general library subject guides seems to support the subject or discipline-specific approach to presenting government information resources.<sup>7</sup> However, the small percentage of libraries (see table 1) relying solely on this method of dissemination points to a different pattern, one in which multiple access points are provided; thus taking into account cross-disciplinary research methods.

Little difference existed between the two depository types as far as the percentage that incorporated government information instruction resources solely within general library subject guides (see table 1). Few of each type provided only one point of access. As table 2 shows, selectives made government information instruction resources available slightly more often in two or more locations on their website than regionals. One possible reason could be that, generally, most regional webpages observed contained a greater number of instructional resources pertaining to their collections than selectives; and regional depository

**Table 2. Web-based Government Information Instruction Resources Incorporated Within Library Subject Guides, and Available on a Government Information Department Page, and/or a Government Information Subject Guide**

|   | Regionals | Selectives | Total Libraries |
|---|-----------|------------|-----------------|
| % | 78 (25)   | 84 (38)    | 81 (63)         |

**Note:** The figures in parentheses are the base numbers for the adjacent percentages. For regionals N=32; For selectives N=45 N (total number of libraries surveyed) =77

libraries, due to the size and scope of their government information collections, seemed to command a more substantial web presence on the academic library site than selectives.

## General observations

The survey did not specifically examine the method of organizing the information or type of resources within guides, but generally guides on government information department pages tended to focus more on electronic resources—providing links to government agency sites—while web-based library subject guides more often included both print and electronic information resource formats. Few libraries organized government information resources solely within the context of government organization—executive, judicial, legislative. Many did, though, use that as a method of organization in addition to subject. As noted, many libraries incorporated government information instruction resources into their subject guides and made them available on an FDLP government information department page, and/or a specialized subject guide concerning government information. Concerning actual resources listed, general library subject guides lacked the specificity and comprehensiveness of guides/pages devoted solely to government information. For example, few general library subject guides listed congressional hearings as a resource, but government information subject guides and department pages did refer to these publications, and some provided tutorials on their use. General library subject guides included the primary government information resources utilized most often by researchers of a particular subject.

Throughout the survey, the author noted any usage of Web 2.0/social networking tools—blogs, RSS feeds, Facebook, Twitter—for government information instructional purposes. A majority of libraries were on Facebook and/or Twitter, however very few government information pages contained Web 2.0/social networking tools, with the exception of RSS feeds. Feeds were used on government information pages/guides to update information resources and were also available if users wished to subscribe in order to receive information about new titles or updated

guides.<sup>8</sup> After RSS feeds, blogs were the most often used, mostly for disseminating information about new documents, documents in the news, and also professional communication among depository librarians. A majority of libraries place a share or bookmarking button on pages within their site, particularly on general library guides. More research on the instructional applications of Web 2.0/social networking tools within the library setting is needed.

These general observations show elements of compromise between the subject and the generalist approach to incorporating government information instruction resources with those of the general library. Resources available on government information subject guides and department pages were often organized not only by government branch but also by subject or topic. And the fact that a majority of libraries utilized Web 2.0/social networking tools, but few government information departments did so, exclusive to their area, points to the continuing trend of integrating departmental resources with those of the general library.

## Conclusion

The debate continues over whether the subject or generalist approach should be taken when integrating government information instruction resources into general library resources. However, when considering the user, it is important to remember that each researcher employs different research methods. Research methods differ among disciplines and sub-disciplines. Research methods can change and sometimes “mirror” those of other disciplines.<sup>9</sup> Also, research needs differ between undergraduate students, graduate students, and faculty. The library website must be able to reach and instruct patrons with diverse research needs and methods.

One solution seems to be the inclusion of the government information subject guide, in addition to incorporating government information instruction resources into subject-specific guides. The government information subject guide provides an opportunity to use different methods of organizing information that instruct users not only on the distinctiveness of the government information dissemination process but also on the relevancy of government information resources to their research topic. If a library does not have a government information subject guide they might miss those researchers who are seeking multidisciplinary government data as well as miss the opportunity to instruct those not familiar with government information or how it is created and disseminated.

Expertise is needed that cuts across the disciplines. Subject and government information librarians together should strive to incorporate the most appropriate government

information instruction resources into subject-specific guides and also work to instruct researchers on the various sources of government information and the dissemination processes.<sup>10</sup> Making government information instruction resources available at multiple access points on the library website, to suit the varied needs of academic researchers, is a step in this direction. This obviously reaches the most patrons by placing resources at their “points-of-need.”<sup>11</sup>

The results of this survey indicate that the majority of libraries strive to make government resources available to users’ through multiple access points. More institutional studies are needed to determine trends in usage of electronic government information and web-based instructional resources to further identify the different “points of need.”<sup>12</sup> Library resources and capabilities vary with each institution, according to budget, staffing, and workloads. Obvious, though, from the fact that government information resources are made available at several different locations within library websites, is the importance of those resources to academic research. Web-based instructional resources can be the key to guiding researchers to those resources in the library’s virtual and also physical environment. As the need for more government instruction resources increases with the availability and accessibility of government information, the author hopes they will be given higher priority.

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## Join Us in New Orleans! GODORT Events at the 2011 Annual Conference

The **2011 GODORT Reception and Awards Ceremony** will be held from 6:30-8:30 p.m. on Sunday evening, June 26, at the Law Library of the Louisiana Supreme Court, 400 Royal Street, New Orleans. More information about the library can be found at [www.lasc.org/law\\_library/library\\_information.asp](http://www.lasc.org/law_library/library_information.asp).

Please join us as we recognize this year's award winners:

- **Tim Byrne**, Department of Energy Office of Scientific and Technical Information (James Bennett Childs Award)
- **Lou Malcomb**, Indiana University (ProQuest/Documents to the People Award)
- **Laura Harper**, University of Mississippi (Bernadine Abbott Hoduski Founders Award)
- **Laurie Aycock**, Graduate Student at Valdosta State University while working as the Government Documents Associate at the University of West Georgia (W. David Rozkuszka Scholarship)
- **George Dehner**, Department of History, Wichita State University for the article "WHO Knows Best? National and International Responses to Pandemic Threats and the 'Lessons' of 1976. *Journal of the History of Medicine and Allied Sciences*, 65 (4), 478-513. (Margaret T. Lane/Virginia F. Saunders Memorial Research Award)

We would like to thank the following companies for sponsoring this year's reception:

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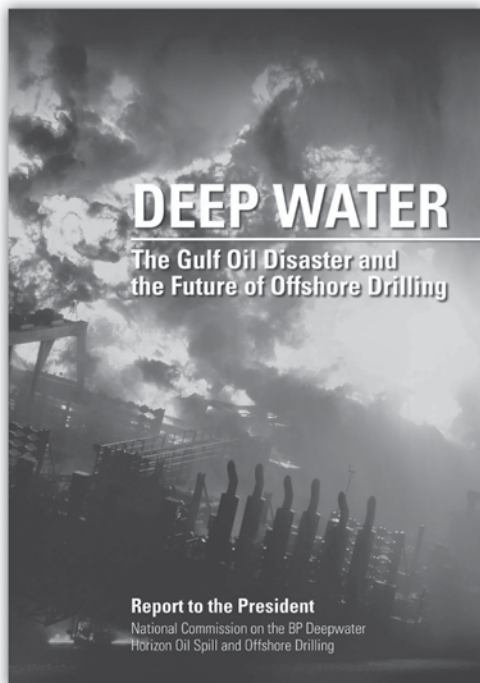
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# Official Report on the BP Oil Spill Disaster

# Deep Water: The Gulf Oil Disaster and the Future of Offshore Drilling



National Commission on the BP Deepwater Horizon Oil Spill and Offshore Drilling

On April 20, 2010, the Macondo well blew out, costing the lives of 11 men and beginning a catastrophe that sank the **Deepwater Horizon** drilling rig and spilled nearly 5 million barrels of crude oil into the Gulf of Mexico. The spill disrupted an entire region's economy, damaged fisheries and critical habitats, and brought vividly to light the risks of deepwater drilling for oil and gas—the latest frontier in the national energy supply. Soon after, President Barack Obama appointed a seven-member Commission to investigate the disaster, analyze its causes and effects, and recommend the actions necessary to minimize such risks in the future.

The Commission's report offers the American public and policymakers alike the fullest account available of what happened in the Gulf and why, and proposes actions—changes in company behavior, reform of Government oversight, and investments in research and technology—required as industry moves forward to meet the nation's energy needs.

"What the commission has done is put together the most comprehensive narrative of what happened, both before and after the April 20 event. The commission has employed excellent investigators and has presented its findings in a clear, readable, insightful tale."

- *Achenblog, Joel Achenbach, Washington Post January 6, 2011*

"The document released Wednesday by the presidential commission investigating last spring's oil blowout in the Gulf of Mexico is a riveting and chilling indictment of "systemic failures" throughout the oil business and of the federal agencies that allowed themselves to be captured by the people they were supposed to regulate."

*New York Times editorial, January 7, 2011*

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# Utilizing Needs and Offers Lists to Complete Mass Digitization Projects:

## Strategies, Workflows, and Collaborative Opportunities

Starr Hoffman

As depositories compete with other library departments for physical space and resources, the abundance of documents offered on needs and offers lists continues to grow.<sup>1</sup> While the loss of these collections from libraries is lamentable, there is an opportunity to turn this situation into an advantage for the entire depository community. The University of North Texas (UNT) Libraries are taking offered documents that duplicate their own print collections and utilizing them for mass digitization projects, thus enabling the digitized documents to be freely accessible worldwide. This article will present strategies and workflows used by the UNT Libraries to identify potential items for digitization, prepare and digitize them, create metadata records, and ultimately make these documents freely and publicly available.

### UNT digitization projects

The UNT Libraries are committed to large-scale digitization to facilitate global scholarship, as evidenced by the more than 170,000 publicly accessible digital objects currently hosted on its servers. Because the majority of federal documents are in the public domain, UNT's depository collection has been a fantastic source of content for digitization. When UNT has only one copy, items are being digitized as part of the A-to-Z Digitization Project which preserves the print original.<sup>2</sup> Duplicate items are destructively digitized.

Destructive digitization refers to the practice of disbinding volumes so the content can be scanned as a stack of loose paper. This is a quick and cost-effective way to digitize. By contrast, digitizing materials non-destructively is

extremely time intensive and expensive. The UNT Libraries own equipment for non-destructive digitization, such as flatbed and large format scanners, but the time required to operate them is significantly greater.<sup>3</sup> The large-format BetterLight Super 8K-2 Scanning System takes about five minutes per scanned page, while duplex scanners can scan about one hundred unbound, double-sided pages per minute. The duplex scanners are faster because the process is automated, while scanning bound items requires staff to turn pages after each scan. Thus by using duplicate documents, UNT is able to digitize documents faster, more cheaply, and make them freely available to a global audience.

The majority of these duplicate documents come from two sources: the Fort Worth Public Library and various depository needs and offers lists. In 2009, the Fort Worth Public Library decided to relinquish its depository status. It had been a depository since 1901 and had a large, historic collection. To ensure that these valuable documents remained accessible to patrons in the Dallas/Fort Worth metropolitan area, Suzanne Sears (then UNT government documents department head) worked with the Fort Worth staff and with regional librarian Tom Rohrig to relocate Fort Worth's entire depository collection (estimated to be 400,000 items) to UNT.

The UNT Libraries began the Needs and Offers Project in the spring of 2010 to achieve several goals. First, obtaining more duplicate documents for destructive digitization preserves UNT's existing print depository collection. Second, retrospectively filling gaps in the UNT depository collection also helps work toward the library-wide goal to grow

the general print collection as we seek research library status. Doing this through the depository program is cost effective because these materials are usually obtained for merely the cost of shipping and the time to process and catalog them. Not only is this significantly less expensive than ordering general collection materials, but it expands the research value of our collection by obtaining historic items previously missing from our relatively young depository collection.<sup>4</sup> Third, our long-term goal is to obtain as comprehensive of a depository collection as possible, both retrospective and going forward, as part of our firm belief that even in an age of digital content, print preservation in geographically diverse locations remains a significant and core role of the depository program.

Finally, by specifically utilizing FDLP needs and offers lists, we are able to either digitize or house print volumes that other libraries must discard for space or other reasons. By keeping these documents in the depository program as the needs and offers system was designed to do, we are stewarding these collections for the American public. These items that we digitize particularly fulfill the spirit of the FDLP, as they are available worldwide online and are thus accessible not only to north Texans and to patrons of the depository library that originally owned them, but also to patrons that are remotely located from both institutions. Providing free online access is the next natural extension of the FDLP's mission to provide permanent and free public access to government information.

### Identification of documents and shipping

The workflow for the Needs and Offers Project involves staff from both the Government Documents Department and the Digital Libraries Department of the UNT Libraries. First, a Government Documents staff member checks various offers lists on a regular basis, including the national list posted on the FDLP Desktop website and those posted to the following discussion lists: GOVDOC-L, TX-FED, and FIVESTATEDOCS-L. The parameters used for obtaining documents are:

1. Request everything in paper that UNT does not own for the purpose of expanding the print depository collection.
2. For duplicate paper items, check the UNT Digital Library and the FDLP Registry to see if documents have been digitized. Request all that have not been digitized.
3. Do not request non-paper items (e.g., microfiche).

Because UNT has been a depository since only 1948, holdings before that year are limited.<sup>5</sup>

In an effort to expand UNT's collections and prioritize the preservation of historic documents, we request most documents published in 1950 or earlier and do the sorting of duplicates after they are received. Because, like many depositories, not all our items appear in the online catalog, it can be complicated to check the duplicate/non-duplicate status of documents. Our online catalog contains records for documents from 1994 and later, but items printed before that date must also be searched in the print shelflist. Furthermore, some of the print records may not indicate holdings in full detail, so some holdings must be checked physically. We also use keywords and titles when searching the online catalog, because call numbers may vary by library. Because this process can be lengthy, when checking needs and offers lists, we tend to make a quick search rather than an exhaustive one, and err on the side of requesting more documents.

Once the donating depository responds to our request, our staff arranges shipping. Because we have only a small shipping budget for this project, we prioritize items that have low-cost or free shipping. We also request that boxes are marked "Attn.: Needs & Offers Project." This label enables our student workers to quickly separate offers boxes from GPO shipments.

### Unboxing, sorting, and routing

When the shipment is received, students put all offers boxes on dedicated worktables. The students then unpack the documents and put them onto workroom shelves. The items are sorted to determine which are duplicates to be digitized and which will be added to the print collection. Those to be added to the print collection are set aside for a separate processing workflow. This sorting process to determine which items are duplicates is time consuming and often causes lag in the workflow.

As time allows, students also check duplicates against existing print copies so that the copy in best physical condition is kept for our tangible collection and the other is digitized. Because it is impractical to assess condition by individual volume, students usually assess a series at a time. Our ability to do this depends on the number of incoming documents. Currently, we are too busy identifying and receiving documents to do this except in cases where we know our shelf copy is falling apart.

As documents are requested, received, inventoried, and stored, items are marked for prioritization in the digitization process. Titles are prioritized according to demand or subject matter; for instance, in the A to Z Digitization Project we prioritized our War Department technical manuals because they were heavily requested via interlibrary loan.

The large number of documents that we receive regularly, however, can make prioritization difficult and usually only high-profile collections, such as the War of the Rebellion volumes, are prioritized. I communicate with the Digital Projects unit to prioritize these documents and track the progress of our collections as they are digitized. Fortunately, progress can be tracked easily on the Digital Projects wiki.

Once duplicate documents have been identified, students box them. Items that are ready to be digitized immediately are sent to the Preservation Department for dis-binding, with instructions to route them to Digital Projects afterward. Those which must wait in the queue for digitization are sent to temporary storage. We are currently receiving large numbers of documents in order to take advantage of the listings on the needs and offers lists. Because of this, and because Digital Projects is involved in many digitization projects including grant projects with specific deadlines they must meet, we are now placing the majority of items we receive in temporary storage. We anticipate slowing our reception of documents at some future time and will retrieve these documents as Digital Projects' queue shortens. As they box duplicate documents, students list the SuDoc, title, and year (or issue numbers) in a file that is saved as a box-specific inventory and is also printed and placed on the box to indicate its contents. Each box is uniquely numbered so that it is easily identifiable at the storage site and so its contents can be searched remotely through our inventory system.

## Metadata records

Metadata is created at different times depending on the project, sometimes before digitization and sometimes after. The UNT Libraries (UNTL) metadata system is based on Dublin Core.<sup>6</sup> The required fields are title, language, content description (abstract), subjects/keywords, primary source (a yes/no checkbox), institution, collection, resource type, and format. For subjects/keywords, we use a combination of user-supplied keyword as well as subjects listed in the Library of Congress' Legislative Indexing Vocabulary, which we've been using for a number of years to describe Congressional Research Service Reports.<sup>7</sup>

Depending on the document, either Government Documents staff or Digital Projects staff creates the metadata. Usually Digital Projects creates records for serials, because they are quick and easy to create, and Government Documents staff creates metadata for monographs. In cases of several monographs published by a single agency, such as the Office of Technology Assessment (OTA) Collection, both departments may create the metadata.<sup>8</sup> Because most of the mass digitization currently underway consists of serials, Digital Projects staff

is creating the majority of this metadata. When the final document is uploaded to the UNT Digital Library, the metadata record is available both in brief and full forms (see figure 1).

## Technical specifications and features

The Digital Projects Department is responsible for the technical specifications, including the digitization standards posted on the UNT Libraries' website.<sup>9</sup> These standards vary based on the type of document being digitized; digitization standards are different for a world war poster than for a black-and-white agricultural pamphlet. However, the majority of documents currently being scanned consist of black and white text with monochromatic images, which are scanned in grayscale at 8-bit depth with a resolution of 400ppi (pixels per inch) and saved as a TIFF (a lossless, archival-quality image format). After digitization, the staff makes any necessary edits such as cropping, straightening, and cleaning up scans using photo-editing software to make them easier to read. Once the scan has been fully edited, it is processed through optical character-recognition (OCR) software, which creates a text file from the original scan (which is an image). This enables full-text searching and special features such as highlighting search terms within the scanned image (see figure 2).

Digital Projects adds a number of other features, including a pre-formatted citation for the document and various sizes of document images available for page-level download (see figure 3). The UNT Digital Library interface supports other features such as viewing images against a black background and narrowing searches with metadata-based faceting. The metadata record itself is downloadable in three schemas: UNTL, Dublin Core, or METS.

Digitized documents are organized within the UNT Digital Library as collections based on content or publishing agency. In the case of a serial title, a collection is defined as the run of that serial. However, monographs are not always so easily defined as collections; generally they are grouped by agency and occasionally by document type. All monographs and serials also appear in the general government documents collection in the UNT Digital Library. Once a discrete collection has been completely scanned, OCR-ed, and is ready to go live, Digital Projects and Government Documents work together to create a description page for the collection (see figure 4). This page contains information about the series or the publishing agency.

Finally, we list the collection in the FDLP's Registry of US Government Publication Digitization Projects.<sup>10</sup> We post announcements about most new collections on discussion lists such as GOVDOC-L and TX-FED, so other documents librarians are aware of the new resources. Our External Relations Department also creates press releases for certain collections.



While some depositories aren't able to directly participate in digitization efforts due to lack of equipment, staff, funding, or mission, there are other ways in which libraries can contribute to these efforts. We must act together quickly to take advantage of these offered documents while they are prevalent, to preserve our nation's history before it disappears. Ways that libraries can participate include:

- Alert us to large print collections, particularly printed before 1950, as they are available. There are many needs and offers lists, and many documents-related discussion lists, and sometimes we overlook a valuable offer.
- When donating documents, e-mail electronic inventories (in Excel or Word) once the documents have been shipped. This helps us get documents digitized and available more quickly.
- Form partnerships to get these materials delivered regularly. For instance, UNT Libraries has a partnership with Texas A&M-Commerce, with the approval of our regional librarian. We're taking everything they weed; they don't need to list documents on an offers list, leading to no waiting period and no need for us to search their offers for duplicates first. What we already have in print and has been digitized will either be added to the collection as second copies or re-offered on a needs and offers list as we discover them.
- If you have created records for materials pre-1976, please upload them to OCLC to help all depositories catalog these materials. We often use catalog records as the base for metadata records for digitized documents.
- Promote the use of digitized items in the FDLP Registry to patrons and to other librarians. Non-documents librarians are often unaware of the treasures available in these collections.
- Create LibGuides or other online aids for patrons and librarians desiring to use the digitized material.
- If you hear of a depository leaving the FDLP or weeding large amounts of material, please suggest they contact UNT or another depository performing mass digitization to preserve their collection and make it publicly available.
- Identify specific documents that would be particularly useful if digitized, help locate these items, and then make digitizing depositories aware of them.

As the economic downturn, shrinking library budgets, and the need to repurpose existing library space for new uses force many depositories to weed their collections, we must preserve these valuable collections for the American

public in any way we can. At UNT, we are using this opportunity to both expand our print collection and to gather duplicate documents that are ideal for destructive mass digitization. Digitization not only preserves documents that may be falling apart physically, but also furthers the FDLP mission to make this content freely and publicly available to not only the American public, but to the world.

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hoffman@unt.edu.

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## Chinchilla raising.

Brief Record Full Record Statistics



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U. S. DEPARTMENT OF AGRICULTURE

|                       |  |
|-----------------------|--|
| <b>Description:</b>   | Describes the characteristics of chinchillas; discusses how to care for chinchillas and raise them for fur.        |
| <b>Creator:</b>       | Kellogg, Charles E. (Charles Edward), 1890-<br>United States. Dept. of Agriculture.                                |
| <b>Creation Date:</b> | 1953-01  |
| <b>Partner(s):</b>    | UNT Libraries Government Documents Department<br><a href="#">About</a>   <a href="#">Browse this Partner</a>       |
| <b>Collection(s):</b> | Government Documents A to Z Digitization Project<br><a href="#">About</a>   <a href="#">Browse this Collection</a> |
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Figure 1 (Above). Brief metadata record for “Chinchilla Raising” (digital. library.unt.edu/ark:/67531/metadc1806/).

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## Chinchilla raising.

Page 106 of 106



FIGURE 10-1. A, a very short, well-shaped chinchilla skin with dense fur. B, the reverse side of the same skin, which is gray, very smooth, and shows the mesh.

The ears, eyelids, lips, and the skin of each leg above wrist and hock should be left on the **pelt**. The skin of the legs is left pressed, not from the flesh side of the **pelt**. Care should be taken to keep the legs from touching the skin while the **pelt** is being dried. The **pelt** should be scraped gently and evenly with the edge of a sharp knife or with a dull knife to remove loose fur. Remove also the fat and make the slippery **pelt** more to handle. Sometimes only sawdust is used in removing excess fat from the **pelt**. The skin should be placed, far side down, on a small flat smooth board. It should be pulled by the nose forward slightly to straighten the fur then rolled down with 15-inch wide bands, starting at the tip of the nose and making alternate rows gradually. For proper forming, the bands should be from three-fourths to 1 inch apart and one-sixteenth inch from the edge of the **pelt**. The **pelt** should be just nicely formed and not stretched, in order to obtain a full, dense fur. (Fig. 2.) The **pelt** should be set aside to dry in a well-ventilated room good room, preferably at about 60° F. It should not be near a stove or in the sun. The **pelt** should be permanently marked with indelible pencil on the flesh side. Remove the bands carefully so that the fur will not be torn. Any trimming should be done from the flesh side and with a sharp knife or razor blade, never with scissors. The edges showing the skin sides need not be trimmed. The fur may be cleaned with the same material the animal has used for dusting itself.

There are but general suggestions for pelting chinchillas. Improved methods will be devised as chinchilla production grows. It might be well to take instructions in pelting from experienced breeders.

U. S. GOVERNMENT PRINTING OFFICE: 1953  
For sale by the Superintendent of Documents, U. S. GOVERNMENT PRINTING OFFICE  
Washington, D. C. 20540

Figure 2 (Left). Search term “pelt” highlighted in the document “Chinchilla Raising” (digital.library.unt.edu/ark:/67531/metadc1806/m1/8/?q=pelt).

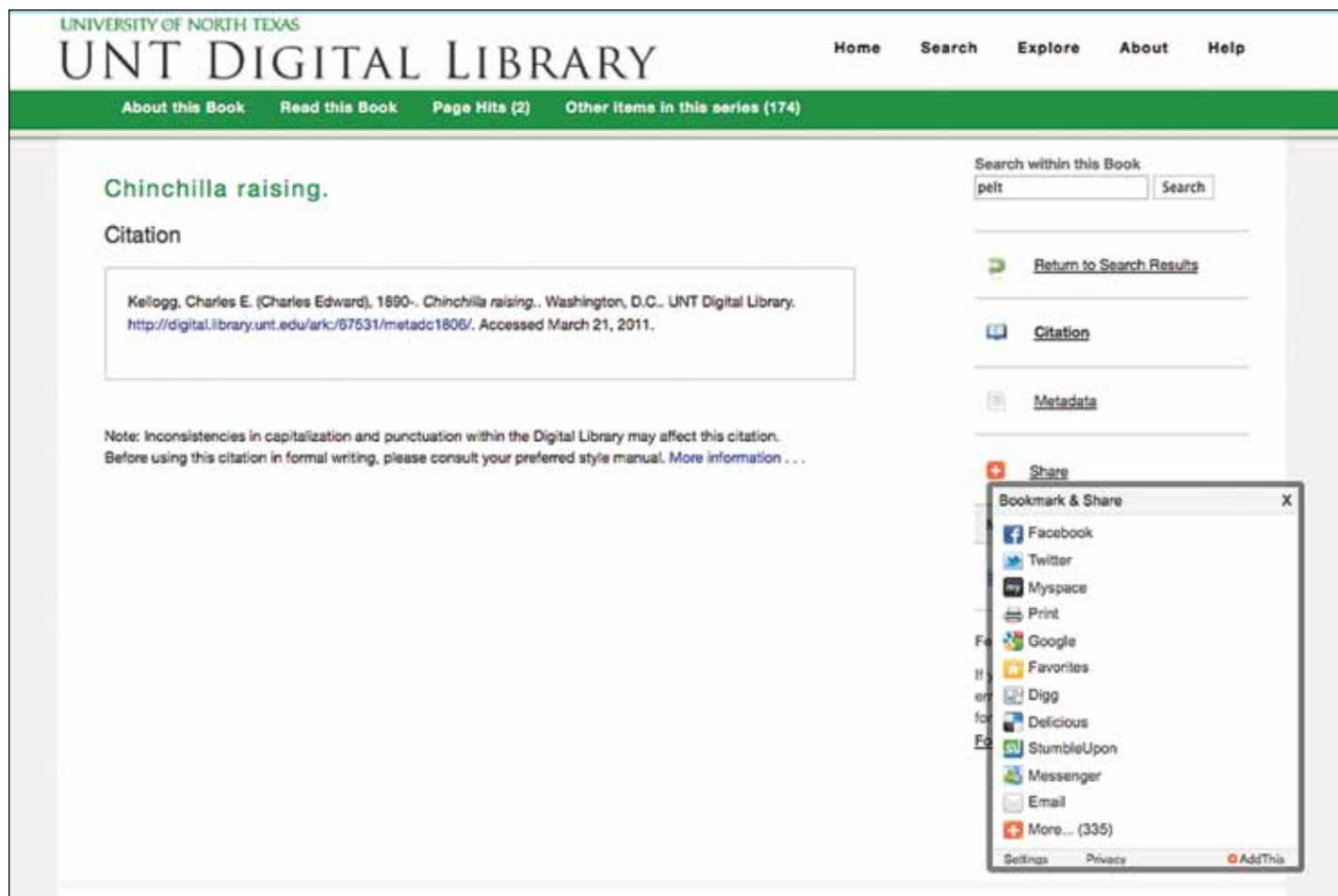


Figure 3. Citation and other features for "Chinchilla Raising" (digital.library.unt.edu/ark:/67531/metadc1806/citation/).



Figure 4. Collection Description Page: Office of Technology Assessment Collection (digital.library.unt.edu/explore/collections/OTA/#collection-description).



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# Review

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*Democracy, Liberty, and Property: The State Constitutional Conventions of the 1820s.* Merrill D. Peterson, editor. Indianapolis, Ind.: Liberty Fund, 2010. \$34. ISBN: 978-0-86597-788-4.

The United States was still a young country in the decades before the Civil War, as its political institutions were still evolving and moving toward a more democratic basis. In the period from 1800 to the onset of the Civil War, thirty-eight state governments ratified constitutions. Eighteen of them were territories seeking statehood, but eighteen of the states replaced existing constitutions and Rhode Island and Connecticut replaced their colonial charters.

*Democracy, Liberty, and Property* features a subtitle that is misleading, as it is not a broad history of the state constitutional conventions of the 1820s. Rather, this single 400-page tome selects three state conventions and reproduces the most important debates in the conventions of Massachusetts (1820–21), New York (1821), and Virginia (1829–30)—the largest and most significant states respectively in New England, the Middle Atlantic, and the South.

This book is a new edition originally published in 1966 by a long-defunct imprint, Bobbs-Merrill. The new publisher, Liberty Fund, has added a forward by G. Alan Tarr, with a further reading list, while retaining the introduction by editor Merrill D. Peterson, who died in 2009, as well as his invaluable introductions and commentary on each of the debates, plus his bibliography.

What prompted the 1820s constitution making was that most of the original states' constitutions had been drafted some forty years earlier in the midst of

the Revolutionary War, and their defects became more and more manifest each year, next to the superior examples of the subsequent Federal Constitution and the constitutions of the new states. The constitutions from the Revolutionary War period were insufficiently democratic, often devoid of checks and balances, and blurred separations among the three branches of government.

Peterson only publishes what he considers are key debates of the conventions, and they are necessarily abridged as these politicians were exceedingly prolix. One gentleman in Virginia spoke for two and a half days. They not only spoke at length, but with great learning and eloquence, presenting a stark contrast to today's far too many politicians who seem only capable of speaking in empty slogans. Peterson by necessity had to edit down most all the speakers' comments, and one sees ellipses at the ends and beginnings of many paragraphs. Probably nothing important to our understanding was left out, as these gentleman found ways of making the same argument over and over again in different permutations. The debaters at these conventions, to bolster their arguments, often cited successful constitutional provisions in the federal government and neighboring state constitutions.

The words *democracy*, *liberty*, and *property* reference the principal issues of the constitutional conventions of the period, divided between reformers and conservatives. *Democracy* was the primary aim of the reformers, as they wanted to expand the franchise and provide greater representation for all people in the states, in what they called the "universal franchise," which generally meant most white males.

Many of the debates were over how limited or how universal the franchise would be. Conservatives at the convention were concerned about protecting *property* interests and wanted to limit the franchise to real property owners, fearing the expansion of the vote would threaten the elites and land owners. Both reformers and conservatives valued *liberty*, but reformers tied liberty to the expansion of democracy, while conservatives believed expanded democracy threatened the liberty and privileges of the property owners.

Each state also faced distinctive conflicts. At the Massachusetts convention, the reformers wanted to end state support of the established Congregational Church. They failed, but the sentiment against a state church at the convention laid a seed that eventually led to disestablishment in 1833. In New York, the convention successfully abolished two state bodies that limited the power of the governor and blurred the lines among the branches of government, namely the Council of Revision and Council of Appointment. At the Virginia convention, the reformist western counties, underrepresented in the government and largely free of slaves, were defeated by the conservative eastern counties, which had huge populations of slaves. Talk of secession festered after the convention, and the western counties eventually seceded during the Civil War.

These conventions featured some well-known names familiar to students of American history, notably John Adams, Daniel Webster, and Joseph Story of Massachusetts; Martin Van Buren of New York; and James Madison, James Monroe, and John Marshall of Virginia.

The 1966 edition of *Democracy, Liberty, and Property* has become something of a standard resource in academic libraries, for obvious reasons, in that little actual debates of early state constitutional conventions have

been published. The bibliography lists only convention proceedings dating from the early nineteenth century. The new edition of *Democracy, Liberty, and Property* thus represents a valuable resource for students of political

science and history, and is therefore highly recommended for those libraries that do not have the original edition.—*Robert Pruter, Reference/ Government Documents Librarian, Lewis University, pruterro@lewisu.edu.*

## GODORT 2011 Annual Conference Program

Monday, June 27, 2011, 10:30–noon

### *Government Information and Civil Engagement*

How does the intersection of electronic publishing of government information and the ephemeral nature of social media change collection development and preservation of these “documents” in libraries?

This program will explore the ideas of obligation and stewardship of government information in libraries. Specifically, how should libraries change roles as people change their civic roles? If people are civically engaged through Facebook, Twitter, and so on, what is the library’s role in providing access? Whose responsibility is it to preserve the YouTube videos of presidential speeches or mayoral addresses? If these questions pique your interest, plan to attend this engaging panel discussion.

**A complete listing of GODORT activities at the Annual Conference is available on the GODORT wiki.**

# The Interview: Kirsten Clark, Incoming GODORT Chair

**Favorite spot in Minneapolis/St. Paul**

The Minnesota Landscape Arboretum and Como Park Conservatory

top my list of places to visit on a free Saturday or Sunday. The Conservatory is especially nice and colorful (and warm) on a winter's day.

**Favorite pastime/hobby**

Having a lovely group of artist friends means I am constantly trying some new art or craft project. My home is full of yarn to knit with, fabric to sew and quilt with, and paints and papers to create with. I also enjoy thrift store shopping to find old projects I can redo and recreate.

**Favorite TV shows**

All my favorite TV shows are ones from my childhood like *Murder She Wrote* and *Golden Girls*.

**Favorite book**

I love to travel so travel guides are among my favorite books. I love planning trips to far off places like Scotland; Australia; or Lincoln, Nebraska.

**Favorite movies**

I have a huge movie collection (1,000+ titles) but my favorite go-to titles are *Blue Dahlia* (1946), *Laura* (1944), *The Women* (1939), *The More the Merrier* (1943), *Pillow Talk* (1959), and any B mystery series from the 1930s and 1940s such as *The Falcon*, *Torchy Blaine*, or *Philo Vance*.

**On your reading list now**

*Food Will Win the War: Minnesota Crops, Cooks, and Conservation during World War I* by Rae Katherine Eighmey; *Troubled Waters: The Fight for the Boundary Waters Canoe Area Wilderness* by Kevin Proescholdt; *The Perfumed Sleeve* by Laura Joh Rowland and several travel guides for Texas and Oklahoma.

**On your MP3 player**

I'm loading up my iPod for an upcoming roadtrip with old radio podcasts like *Our Miss Brooks* and Jack Benny, Minnesota Public Radio shows, and a bunch of music from the 1980s.

**Favorite drink**

Tea

**Favorite type of food**

Dessert

**Favorite conference city**

Washington, D.C., of course

**Favorite vacation spot**

Wherever my next trip takes me. I love visiting new places.

**Historical figure you'd like to meet**

I'd like to meet my great-grandparents. They were all immigrants, coming from Germany, Ireland, and Scotland, who settled in different parts of the Midwest. What stories they could tell.

**Pet peeve**

Use turn signals, people! They put them on cars for a reason.

**What inspires you about your job?**

Whenever I feel overwhelmed by the administrative part of my job, I'll get a fascinating research question that lets me dive into government information. I love the questions people have that I would never dream of asking, and they are so happy to have your undivided attention and interest in helping them get the information they need.

## DttP Online!

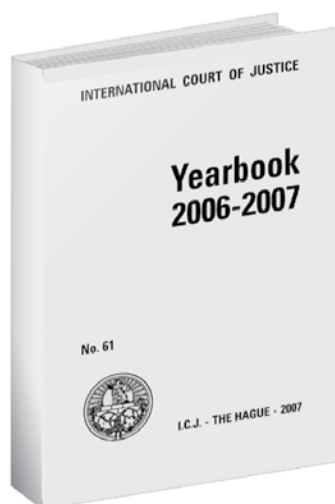
[www.ala.org/ala/godort/dttp/dttponline](http://www.ala.org/ala/godort/dttp/dttponline)

Check out the new and the old! The digital archive, hosted by Stanford University Libraries & Academic Information Resources, contains all issues of the journal published from its inception in 1972 through 2002 (volumes 1–30). The contemporary material, 2003 (volume 31) to present, is hosted on the ALA/GODORT server.

**DttP**  
Documents to the People

# New from

# United Nations Publications



## YEARBOOK OF THE INTERNATIONAL COURT OF JUSTICE 2006-2007

The Yearbook is published in the second half of each year. The present volume - sixty-first of the series - is an account of the work of the Court during the period from 1 August 2006 to 31 July 2007. It contains general information concerning its organization, jurisdiction, activities and administration.

**Publisher: United Nations**

Publication Date: April 2011 ISBN: 978-92-1-170084-8

Pages: 380 Price: US\$ 35.00



## UNITED NATIONS DEMOGRAPHIC YEARBOOK 2008

**Publisher: United Nations**

Publication Date: March 2011 ISBN: 978-92-1-051-103-2

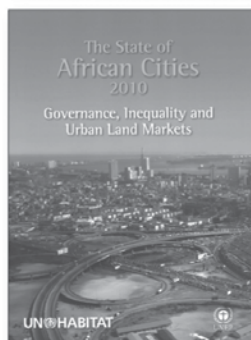
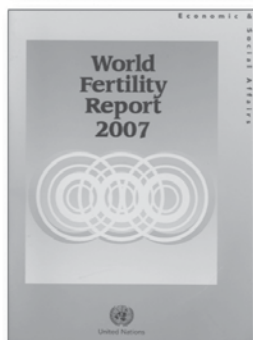
Pages: 908 Price: US\$ 120.00

## WORLD YOUTH REPORT: YOUTH AND CLIMATE CHANGE

**Publisher: United Nations**

Publication Date: April 2011 ISBN: 978-92-1-130-303-2

Pages: 190 Price: US\$ 65.00



## WORLD FERTILITY REPORT 2007 (INCLUDES CD-ROM)

**Publisher: United Nations**

Publication Date: March 2011 ISBN: 978-92-1-151-473-5

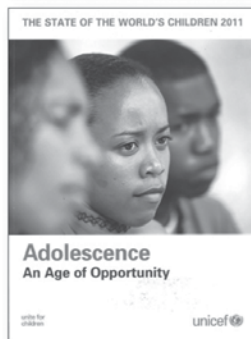
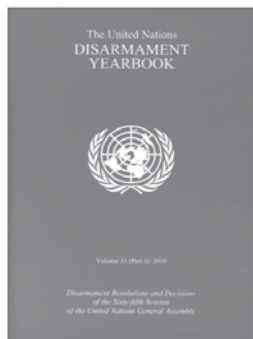
Pages: 88 Price: US\$ 26.00

## THE STATE OF AFRICAN CITIES 2010

**Publisher: United Nations**

Publication Date: April 2011 ISBN: 978-92-1-132-291-0

Pages: 276 Price: US\$ 35.00



## THE UNITED NATIONS DISARMAMENT YEARBOOK 2010, PT 1

**Publisher: United Nations**

Publication Date: April 2011 ISBN: 978-92-1-142-278-8

Pages: 236 Price: US\$ 45.00

## THE STATE OF THE WORLD'S CHILDREN 2011: ADOLESCENCE - AN AGE OF OPPORTUNITY

**Publisher: United Nations**

Publication Date: February 2011 ISBN: 978-92-8-064-555-2

Pages: 144 Price: US\$ 25.00

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### Membership in ALA is a requisite for joining GODORT

Basic personal membership in ALA begins at \$50 for first-year members, \$25 for student members, and \$35 for library support staff (for other categories see [www.ala.org/Template.cfm?Section=Membership](http://www.ala.org/Template.cfm?Section=Membership)).

Personal and institutional members are invited to select membership in GODORT for additional fees of \$20 for regular members, \$10 for student members, and \$35 for corporate members.

For information about ALA membership contact ALA Membership Services, 50 E. Huron St., Chicago, IL 60611; 1-800-545-2433, ext. 5; email: [membership@ala.org](mailto:membership@ala.org).

## STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

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## EXTENT AND NATURE OF CIRCULATION

(Average figures denote the average number of copies printed each issue during the preceding twelve months; actual figures denote actual number of copies of single issue published nearest to filing date: Summer 2010 issue). Total number of copies printed: average, 1,419; actual, 1,319. Mailed outside country paid subscriptions: average, 1,128; actual, 1,099. Sales through dealers and carriers, street vendors, and counter sales: average, 46; actual 45. Total paid distribution: average, 1,174; actual, 1,144. Free or nominal rate copies mailed at other classes through the USPS: average, 10; actual, 10. Free distribution outside the mail (total): average, 89; actual, 89. Total free or nominal rate distribution: average, 99; actual, 99. Total distribution: average, 1,273; actual, 1,243. Office use, leftover, unaccounted, spoiled after printing: average, 146; actual, 76. Total: average, 1,419; actual, 1,319. Percentage paid: average, 92.22; actual, 92.04.

*Statement of Ownership, Management, and Circulation (PS Form 3526, September 2007) filed with the United States Post Office Postmaster in Chicago, October 1, 2010.*

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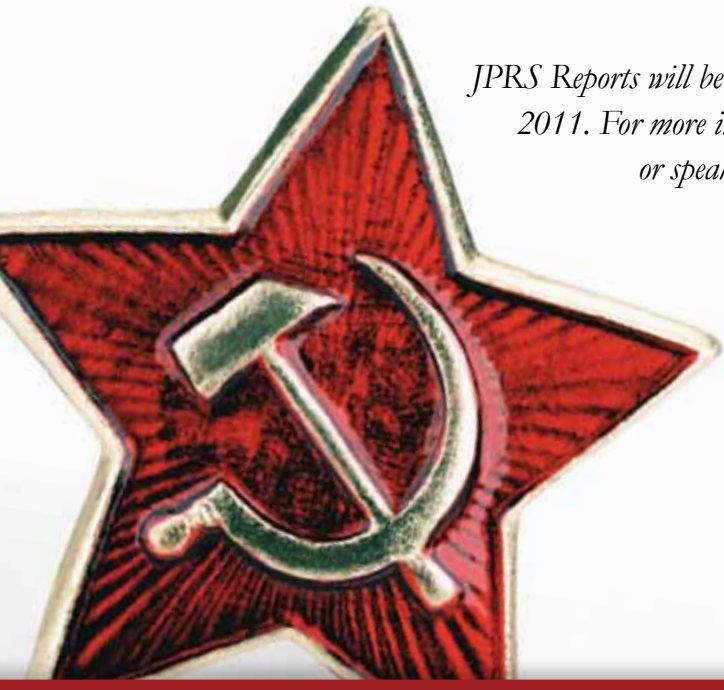
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A black and white photograph of the Sputnik 1 satellite in orbit above the Earth. The satellite is a small sphere with three long, thin antennae extending from it. The Earth's blue and white horizon is visible in the background against a dark, starry space.

# A Sputnik Moment.

**On October 4, 1957** the Soviet Union successfully launched the first earth-orbiting satellite in human history. Sputnik 1 hurtled through space at 18,000 miles per hour, completely circling the planet every 90 minutes. Paving the way for human space flight and flaunting Soviet know-how before a watching world, it sparked a heated race between two superpowers and served notice that the U.S.S.R. had bested the United States on a technological front—one rife with implications for national security. The event jolted a nation into action, leading to U.S. superiority in space and adding the phrase “a Sputnik moment” to the American lexicon.

***Joint Publications Research Service (JPRS) Reports, 1957-1994*** is the ideal resource for gaining a better understanding of a turbulent time in world history. This digital collection features English-language translations of foreign-language monographs, reports, serials, journal articles, newspaper articles, and radio and television broadcasts from regions throughout the world—more than four million pages from 130,000+ reports, all told. Much of the information is quite rare; in fact, few libraries or institutions outside of the Central Intelligence Agency and the Library of Congress hold a complete collection. With an emphasis on communist and developing countries, it is an essential tool for researching military, socioeconomic, political, environmental, scientific and technical issues and events.

A large, stylized red star with a gold border. Inside the star is a gold hammer and sickle, the symbol of the Soviet Union.

*JPRS Reports will be released by Readex, a division of NewsBank, in late summer 2011. For more information, email us at [sales@readex.com](mailto:sales@readex.com), visit [readex.com](http://readex.com), or speak with a Readex representative at (800) 762-8182.*

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